



Cyberarts Studio Academy

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Ms. Lopinto: ENG 9 Curriculum Calendar 2025 - 2026, Periods 6 & 8

Unit 1

Dates	Sept 19th - Nov 7th
Unit Title	Against All Odds
Essential Question	What does it take to survive a crisis?
NGLS	<p><u>Reading</u> 9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL) 9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL) 9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL) 9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)</p> <p><u>Writing</u> 9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>



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	<p>9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>Language</u></p> <p>9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>Speaking & Listening</u></p> <p>9-10SL1 – Initiate and participate effectively in a range of collaborative discussions.</p> <p>9-10SL4 – Present information, findings, and supporting evidence clearly and logically.</p>
Learning Targets	<ol style="list-style-type: none">1. I can make a claim and support it with text evidence to create a clear line of reasoning2. I can make a claim based on my analysis of a text and my prior knowledge and support my reasoning with text evidence.3. I can use the SOAPSTone method to determine Wallace’s message about survival and cite evidence to support my claim.4. I can explain how a character’s decision during a crisis reveals her traits and support my ideas with evidence.5. I can analyze cause and effect by explaining how one event leads to another and support my ideas with evidence.6. I can explain whether Anna’s survival depended most on instinct, training, or luck and support my answer with evidence from the text.7. I can cite evidence to support my analysis of what Anna’s actions in the fire scene reveal about her values, priorities, abilities, and/or character.8. I can explain what Anna’s actions reveal about her character and why she makes these choices, using evidence to support my answer.9. I can identify important thematic concepts in <i>The Leap</i> and support them with text evidence.10. I can determine thematic statements in <i>The Leap</i> and support them with text evidence.11. I can use transition words/phrases to show how the author develops the central idea throughout the



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story, citing evidence to support my analysis.

12. I can determine thematic concepts & thematic statements in Admiral McRaven's speech, citing evidence to support my analysis.

13. I can determine McRaven's central idea and support my analysis with text evidence.

14. I can determine a vignette's thematic concepts and thematic statements, citing evidence to support my analysis and stating how she conveyed them.

15. I can determine a vignette's thematic concepts and thematic statements, citing evidence to support my analysis, citing evidence to support my analysis and stating how she conveyed them.

16. I can determine a vignette's thematic concepts and thematic statements, citing evidence to support my analysis and stating how she conveyed them.

17. I can determine a vignette's thematic concepts and thematic statements, citing evidence to support my analysis and stating how she conveyed them.

18. I can determine a vignette's thematic concepts and thematic statements, citing evidence to support my analysis and stating how she conveyed them.

19. I can determine a vignette's thematic concepts and thematic statements, citing evidence to support my analysis and stating how she conveyed them.

20. I can determine a vignette's thematic concepts and thematic statements, citing evidence to support my analysis and stating how she conveyed them.

21. I can determine a vignette's thematic concepts and thematic statements, citing evidence to support my analysis and stating how she conveyed them.

22. I can determine Cisneros's central idea and support my analysis with evidence from multiple vignettes.

23. I can determine Rusesabagina's thematic statements, and support my analysis with evidence from the text.

24. I can determine Rusesabagina thematic statements, and support my analysis with evidence from the text.

25. I can analyze how Rusesabagina develops a central idea, and support my analysis with evidence from the text.

26. I can determine Angelou's thematic concepts and thematic statements, and explain how her writing strategies convey central idea, citing evidence to support my analysis.



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	<p>27. I can plan my argument essay by making a clear claim that answers <i>What does it take to survive a crisis?</i>, cite strong evidence from multiple texts, and identify a counterclaim.</p> <p>28. I can draft my argument essay using text evidence from three or more sources and creating a clear line of reasoning.</p>
Culminating Assessment	Students will write an argument essay citing evidence across three or more texts to support their claims and analyses. Essay will be graded according to the NYS Regents rubric. Prompt: What does it take to survive a crisis?
Texts	<p>Short Fiction:</p> <ul style="list-style-type: none">● <i>The Leap</i> by Louise Erdrich <p>Longer Fiction</p> <ul style="list-style-type: none">● selected vignettes of <i>The House on Mango Street</i> by Sandra Cisneros <p>Nonfiction</p> <ul style="list-style-type: none">● <i>Is Survival Selfish?</i> By Lane Wallace● excerpts from <i>An Ordinary Man</i> by Paul Rusesabagina <p>Poem</p> <ul style="list-style-type: none">● <i>Still I Rise</i> by Maya Angelou <p>Video</p> <ul style="list-style-type: none">● <i>True Survival Story of Joe Simpson</i> by Apocalypse Ready, approx. 3 mins.● <i>Make your Bed</i> by Adm. McRaven, video with printed transcript
Digital Platforms	<ul style="list-style-type: none">● Google Classroom● HMH ED● Padlet● Plickers
Reading/	Writing Tasks



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Discussion Protocols	<ul style="list-style-type: none">● ACE responses● Quick writes● Argumentative responses● Self-reflections; text to self/real world connections● Creative responses● Comparative mini writes comparing specified elements across multiple texts● Argument essay Reading / Discussion Protocols <ul style="list-style-type: none">● 3-2-1 (Thematic Concepts - Thematic Statements - Structure)● Three Reads● Carousel Conversation● Gallery Walk● Say Something● Stations● 3 Tier Challenge● Talk Tickets● Discussion Dice● Turn & Talk
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Unit 2

Dates	Nov 10th - Dec 23rd
Unit Title	Crime Scenes
Essential Question	Why are people fascinated by stories of crime and guilt, and what does this fascination reveal about human nature?



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NGLS	<p><u>Reading</u></p> <p>9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL)</p> <p>9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)</p> <p>9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)</p> <p>9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)</p> <p><u>Writing</u></p> <p>9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>Language</u></p> <p>9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>Speaking & Listening</u></p> <p>9-10SL1 – Initiate and participate effectively in a range of collaborative discussions.</p> <p>9-10SL4 – Present information, findings, and supporting evidence clearly and logically.</p>
Learning	1. I can determine thematic concepts and thematic statements in <i>Entwined</i> , citing evidence to support



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Targets

1. my analysis, pt. 1.
2. I can determine thematic concepts and thematic statements in *Entwined*, citing evidence to support my analysis, pt. 2.
3. I can determine thematic concepts and thematic statements in *Entwined*, citing evidence to support my analysis, pt. 3.
4. I can explain how Tobin's structure shows cause and effect and reveals the story's meaning, citing evidence to support my analysis.
5. I can determine the central idea of *Entwined* and support my analysis with text evidence.
6. I can determine thematic concepts and thematic statements in *Lamb to the Slaughter*, citing evidence to support my analysis, pt. 1.
7. I can determine thematic concepts and thematic statements in *Lamb to the Slaughter*, citing evidence to support my analysis, pt. 2.
8. I can analyze how Dahl's use of writing strategies builds suspense and reveals the story's twist ending, citing evidence to support my analysis.
9. I can determine Dahl's central idea and support my analysis with text evidence.
10. I can determine thematic concepts & thematic statements in *The Tell-Tale Heart* and explain how Poe reveals them, citing evidence to support my analysis.
11. I can determine thematic concepts & thematic statements in *The Tell-Tale Heart* and explain how Poe reveals them, citing evidence to support my analysis.
12. I can determine thematic concepts & thematic statements in *The Tell-Tale Heart* and explain how Poe reveals them, citing evidence to support my analysis.
13. I can determine thematic concepts & thematic statements in *The Tell-Tale Heart* and explain how Poe reveals them, citing evidence to support my analysis.
14. I can explain what a film adaptation of *The Tell-Tale Heart* reveals about the thematic concepts and thematic statements I've determined in the original text, citing evidence to support my analysis.
15. I can determine the central idea of *The Tell Tale Heart* and support my analysis with text evidence.
16. I can determine thematic concepts and thematic statements in *The Lottery*, citing evidence to support my analysis.



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	<p>17. I can determine thematic concepts and thematic statements in <i>The Lottery</i>, citing evidence to support my analysis.</p> <p>18. I can explain how Jackson's structure builds suspense and reveals the story's shocking conclusion, citing evidence to support my analysis.</p> <p>19. I can determine the central idea of <i>Why Are We Obsessed With True Crime?</i> and explain how the author supports it with evidence and examples.</p> <p>20. I can explain how Hensley's structure and tone reveal society's fascination with crime and morality.</p> <p>21. I can compare how fiction and nonfiction writers use structure to explore guilt, justice, and human curiosity.</p> <p>22. I can determine thematic statements of the podcast <i>Bully</i> and explain how tone and structure reveal the emotional effects of cruelty and responsibility, citing evidence to support my analysis.</p> <p>23. I can determine thematic statements of the podcast <i>Bully</i> and explain how tone and structure reveal the emotional effects of cruelty and responsibility, citing evidence to support my analysis.</p> <p>24. I can determine the central idea of the podcast <i>Bully</i> and support my analysis with text evidence.</p> <p>25. I can explain how <i>Bully</i> develops a thematic statement and compare it to one of a fictional text, citing evidence to support my analysis.</p> <p>26. I can plan my argument essay by making a clear claim that answers the question <i>Why are people fascinated by stories of crime and guilt, and what does this fascination reveal about human nature?</i>, cite strong evidence, and identify a counterclaim.</p> <p>27. I can draft my argument essay using text evidence from three or more sources and creating a clear line of reasoning.</p>
Culminating Assessment	Students will write an argument essay citing evidence across three or more texts to support their claims and analyses. Essay will be graded according to the NYS Regents rubric. Prompt: Why are people fascinated by stories of crime and guilt, and what does this fascination reveal about human nature?
Texts	Short Fiction: <ul style="list-style-type: none">• <i>Entwined</i> by Brian Tobin



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	<ul style="list-style-type: none">● <i>Lamb to the Slaughter</i> by Roald Dahl● <i>The Tell-Tale Heart</i> by Edgar Allan Poe● <i>The Lottery</i> by Shirley Jackson <p>Nonfiction</p> <ul style="list-style-type: none">● <i>Why Are We Obsessed With True Crime?</i> by Laura Hensley <p>Video/Audio</p> <ul style="list-style-type: none">● <i>The Tell-Tale Heart</i> by Freak Daddy Productions● <i>Bully</i>, podcast by Radiotopia/PRX
Digital Platforms	<ul style="list-style-type: none">● Google Classroom● HMH ED● Padlet● Plickers
Reading/ Discussion Protocols	<p>Writing Tasks</p> <ul style="list-style-type: none">● ACE responses● Quick writes● Argumentative responses● Self-reflections; text to self/real world connections● Creative responses● Comparative mini writes comparing specified elements across multiple texts● Argument essay <p>Reading / Discussion Protocols</p> <ul style="list-style-type: none">● 3-2-1 (Thematic Concepts - Thematic Statements - Structure)● Three Reads● Carousel Conversation● Gallery Walk● Say Something



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- Stations
- 3 Tier Challenge
- Talk Tickets
- Discussion Dice
- Turn & Talk

Unit 3

Dates	Jan 5 - Jan 20th
Unit Title	Epic Journeys
Essential Question	What drives us to take on a challenge?
NGLS	<p><u>Reading</u></p> <p>9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL)</p> <p>9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)</p> <p>9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)</p> <p>9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)</p>



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	<p><u>Writing</u> 9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>Language</u> 9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>Speaking & Listening</u> 9-10SL1 – Initiate and participate effectively in a range of collaborative discussions. 9-10SL4 – Present information, findings, and supporting evidence clearly and logically.</p>
Learning Targets	<ol style="list-style-type: none">1. I can summarize the main events and challenges Odysseus faces and explain what drives him to act.2. I can identify thematic concepts and thematic statements in <i>The Odyssey</i>, citing evidence to support my analysis.3. I can explain how the sequence of events in Book 9 develops a central idea, citing evidence to support my analysis.4. I can explain what Odysseus's journey shows about what drives people to face difficult challenges, citing evidence to support my analysis.5. I can determine the central idea and supporting details in <i>Archaeologists: The Tech Revolution</i>, citing evidence to support my analysis.6. I can explain how the author's structure and examples show how curiosity and technology drive discovery, citing evidence to support my analysis.7. I can compare how Odysseus and modern explorers are motivated by curiosity, challenge, and discovery, citing evidence to support my analysis.8. I can determine thematic statements and the central idea in <i>The Boy Who Learned to Fly</i>, citing



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	<p>evidence to support my analysis.</p> <p>9. I can explain how empathy and connection can represent a personal journey, citing evidence to support my analysis.</p> <p>10. I can plan my argument by making a clear claim that answers <i>What drives us to take on a challenge?</i>, cite strong evidence from multiple texts to support my ideas, and determine a counterclaim.</p> <p>11. I can draft my argument essay using text evidence from three or more sources and creating a clear line of reasoning.</p>
Culminating Assessment	Students will write an argument essay citing evidence across three or more texts to support their claims and analyses. Essay will be graded according to the NYS Regents rubric. Prompt: What drives us to take on a challenge?
Texts	<p>Short Fiction:</p> <ul style="list-style-type: none">● excerpt from <i>The Odyssey</i> by Homer <p>Nonfiction</p> <ul style="list-style-type: none">● <i>Archaeologists Tech Revolution</i> by Tsu <p>Video</p> <ul style="list-style-type: none">● <i>The Boy Who Learned to Fly</i> by Gatorade● <i>The Most Beautiful Thing</i> by Cameron Covell
Digital Platforms	<ul style="list-style-type: none">● Google Classroom● HMH ED● Padlet● Plickers
Reading/ Discussion Protocols	<p>Writing Tasks</p> <ul style="list-style-type: none">● ACE responses● Quick writes



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- Argumentative responses
- Self-reflections; text to self/real world connections
- Creative responses
- Comparative mini writes comparing specified elements across multiple texts
- Argument essay

Reading / Discussion Protocols

- 3-2-1
- Three Reads
- Carousel Conversation
- Gallery Walk
- Say Something
- Stations
- 3 Tier Challenge
- Talk Tickets
- Discussion Dice
- Turn & Talk

Unit 4

Dates	Jan 27th - Apr 24th
Unit Title	Love and Loss
Essential Question	Is love worth the cost?
NGLS	<u>Reading</u>



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9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL)

9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)

Writing

9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Language

9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Speaking & Listening

9-10SL1 – Initiate and participate effectively in a range of collaborative discussions.

9-10SL4 – Present information, findings, and supporting evidence clearly and logically.

Learning Targets

1. I can analyze quotations and visuals to make predictions about how love can be both beautiful and destructive, citing evidence to support my thinking.



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2. I can determine thematic concepts and thematic statements in *Annabel Lee* and cite textual evidence to support my analysis.
3. I can explain how Poe's tone and imagery reveal his message about love and loss, citing evidence to support my analysis.
4. I can analyze quotations and visuals to make predictions about how love can be both beautiful and destructive, citing evidence to support my thinking.
5. I can explain how Poe uses point of view to reveal the narrator's unreliable perspective, citing evidence to support my analysis.
6. I can determine the central idea of *Adolescence and the Teenage Crush*, citing evidence to support my analysis.
7. I can determine thematic concepts in *Pyramus and Thisbe* and explain how cause and effect convey Ovid's meaning, citing evidence to support my analysis.
8. I can analyze how Ovid's tone and imagery reveal his perspective on love and fate, citing evidence to support my analysis.
9. I can determine thematic concepts and thematic statements in *Orpheus and Eurydice, pt. 1* and cite evidence to support my analysis.
10. I can determine thematic concepts and thematic statements in *Orpheus and Eurydice, pt. 2* and cite evidence to support my analysis.
11. I can determine thematic concepts and thematic statements in *Orpheus and Eurydice, pt. 3* and cite evidence to support my analysis.
12. I can compare how Ovid develops similar themes in *Pyramus and Thisbe* and *Orpheus and Eurydice*, citing evidence from both texts.
13. I can determine the central idea of *Is Love at First Sight Real*, citing evidence to support my analysis.
14. I can use my understanding of Shakespearean words and phrases to write my own sentences that show their meanings correctly.
15. I can explain how Shakespeare's choice to reveal *Romeo and Juliet's* tragic ending from the start affects the tone of the play and the audience's emotional response, citing evidence from the Prologue.
16. I can explain how the opening conflict introduces key themes of love and hate, citing evidence to support my analysis.



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17. I can analyze how Zeffirelli's staging of the street brawl emphasizes Shakespeare's intended intensity of hatred, violence, and loyalty citing evidence from the film.
18. I can analyze how Shakespeare's use of language and imagery shows the excitement and danger of first love, citing evidence.
19. I can evaluate how Zeffirelli's choices enhance the excitement and danger of Romeo and Juliet's first meeting, citing evidence.
20. I can explain how Shakespeare uses figurative language and dialogue to show Romeo and Juliet's emotions, citing evidence to support my ideas.
21. I can analyze how Zeffirelli's choices emphasize Shakespeare's intention to convey the intimacy and risk of the balcony scene, citing evidence from the film.
22. I can analyze how Shakespeare's structure (quick events, secret plans) builds tension and foreshadows tragedy, citing evidence.
23. I can explain how Zeffirelli's pacing and scene transitions increase tension and highlight the secrecy of Romeo and Juliet's relationship, citing evidence from the film.
24. I can explain how conflict and character choices move the plot forward and reveal a central idea about love and violence, citing evidence.
25. I can analyze how Zeffirelli heightens the chaos and emotional impact of the fight scene, citing evidence from the film.
26. I can analyze how dramatic irony creates tension and shows the consequences of impulsive love, citing evidence to support my analysis.
27. I can evaluate how Zeffirelli shows the shift from passion to despair in Romeo and Juliet's relationship, citing evidence.
28. I can analyze how Shakespeare's use of structure (plans, misunderstandings, timing) builds suspense and develops theme, citing evidence.
29. I can analyze Juliet's soliloquy before she drinks the potion, citing evidence to support my reasoning
30. I can evaluate Zeffirelli's decision to exclude Juliet's soliloquy and determine the effect of this decision.
31. I can determine how tone shifts from hope to despair and explain how this change reinforces Shakespeare's message about love and fate, citing evidence.
32. I can analyze how Zeffirelli's choices enhance Shakespeare's intention of shifting the tone from hope to



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	<p>grief, citing visual evidence.</p> <p>33. I can explain how Shakespeare uses foreshadowing and irony to prepare the audience for tragedy, citing evidence.</p> <p>34. I can analyze how Zeffirelli emphasizes the inevitability of tragedy, citing evidence from the film.</p> <p>35. I can analyze how Shakespeare's ending reveals his message about fate, choice, and the cost of love, citing evidence.</p> <p>36. I can evaluate how Zeffirelli's portrayal of the final scene reinforces the emotional cost of Romeo and Juliet's love, citing evidence from the film.</p> <p>37. I can explain how Luhrmann's adaptation of Romeo and Juliet affects my interpretation of the play, pt. 1.</p> <p>38. I can explain how Luhrmann's adaptation of Romeo and Juliet affects my interpretation of the play, pt. 2.</p> <p>39. I can explain how Luhrmann's adaptation of Romeo and Juliet affects my interpretation of the play, pt. 3.</p> <p>40. I can compare Luhrmann's depiction of the fight between Mercutio and Tybalt and determine which one is more true to Shakespeare's original text, citing evidence to support my reasoning.</p> <p>41. I can explain how Luhrmann's adaptation of Romeo and Juliet affects my interpretation of the play, pt. 4.</p> <p>42. I can write an argument explaining who is most responsible for the deaths of Romeo and Juliet: their parents, Nurse, Friar Lawrence, Prince Escalus, society, themselves, or someone else.</p> <p>43. I can explain how Caitlyn Smith in <i>More Than Reckless Teenagers</i> challenges common stereotypes about teenagers and compare her ideas to how Shakespeare portrays young people in <i>Romeo and Juliet</i>, citing evidence from both text.</p> <p>44. I can plan my argument essay by making a clear claim that answers the question <i>Is Love Worth the Cost?</i>, cite strong evidence, and identify a counterclaim.</p> <p>45. I can draft my argument essay using text evidence from three or more sources and creating a clear line of reasoning.</p>
Culminating	Students will write an argument essay citing evidence across three or more texts to support their claims



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Assessment	and analyses. Essay will be graded according to the NYS Regents rubric. Prompt: Is love worth the cost?
Texts	Short Fiction: <ul style="list-style-type: none">● <i>Pyramus and Thisbe</i> by Ovid● <i>Orpheus and Eurydice</i> by Ovid Longer Fiction <ul style="list-style-type: none">● <i>Romeo and Juliet</i> by William Shakespeare Nonfiction <ul style="list-style-type: none">● <i>More Than Reckless Teenagers</i> by Caitlyn Smith● <i>Is Love at First Sight Real?</i> By Liba Ma● <i>Adolescence and the Teenage Crush</i> by Dr. Carl Pickhardt Poetry <ul style="list-style-type: none">● <i>Annabel Lee</i> by Edgar Allan Poe Video <ul style="list-style-type: none">● <i>Romeo and Juliet</i>, directed by Franco Zefferelli● <i>Romeo and Juliet</i>, directed by Baz Luhrmann
Digital Platforms	<ul style="list-style-type: none">● Google Classroom● HMH ED● Padlet● Plickers
Reading/ Discussion Protocols	Writing Tasks <ul style="list-style-type: none">● ACE responses● Quick writes● Argumentative responses● Self-reflections; text to self/real world connections● Creative responses



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- Comparative mini writes comparing specified elements across multiple texts
- Argument essay

Reading / Discussion Protocols

- 3-2-1 (Thematic Concepts - Thematic Statements - Structure)
- Three Reads
- Carousel Conversation
- Gallery Walk
- Say Something
- Stations
- 3 Tier Challenge
- Talk Tickets
- Discussion Dice
- Turn & Talk

Unit 5

Dates	Apr 27th - Jun 19th
Unit Title	Breaking Through Barriers
Essential Question	What helps people overcome the barriers that divide them?
NGLS	<u>Reading</u> 9-10RI: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL)



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9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)

Writing

9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Language

9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Speaking & Listening

9-10SL1 – Initiate and participate effectively in a range of collaborative discussions.

9-10SL4 – Present information, findings, and supporting evidence clearly and logically.

Learning Targets

1. I can identify key events and character reactions in *The Seventh Man* and explain how they begin to reveal the narrator's fears.
2. I can explain how Murakami's use of flashback and first-person narration develops the story's meaning and theme, citing evidence.
3. I can explain what lesson the narrator learns about facing fear and how this connects to the unit theme of overcoming barriers, using text evidence.



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4. I can analyze how Komunyakaa uses imagery and sensory details to reveal the speaker's internal struggle with grief and memory, citing evidence from the poem.
5. I can explain how shifts in tone and perspective show the speaker moving from denial toward acceptance, citing evidence.
6. I can determine the theme of "Facing It" and explain how the poem shows that confronting painful experiences can help a person heal, using evidence from the text.
7. I can compare how Komunyakaa and Murakami (in "The Seventh Man") both use reflection to show how people break through emotional barriers, citing evidence from both texts.
8. I can identify Brazile's key ideas and examples that show how she views conversation and connection as powerful tools for bringing people together.
9. I can determine the central idea in "The Power of the Dinner Table" and explain how Brazile develops it through reasoning, evidence, and personal anecdotes, citing evidence from the text.
10. I can explain how Brazile's tone and personal experiences help convey her message about empathy and connection, citing evidence from the text.
11. I can identify the social and emotional barriers that divide the Greasers and the Socs and explain how Hinton introduces these divisions through Ponyboy's point of view, citing evidence.
12. I can analyze how conflict and dialogue reveal growing tension between groups and begin to show that the differences between them may not be as great as they seem, citing evidence.
13. I can explain how Hinton uses characterization and tone to show the first moments of empathy between characters from different groups, citing evidence.
14. I can analyze how key events force Ponyboy and Johnny to see the world differently and begin questioning their assumptions about identity, citing evidence.
15. I can determine how Hinton uses setting and internal conflict to develop Ponyboy's emotional growth and the theme of fear as a barrier, citing evidence.
16. I can explain how Hinton develops the idea that courage and compassion can come from unexpected places, citing evidence from the text.
17. I can analyze how the rumble and Johnny's final words reveal the cost of violence and the importance of empathy, citing evidence.
18. I can explain how Hinton uses tone and contrast to highlight the emptiness of revenge and the human



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	<p>need for understanding, citing evidence.</p> <p>19. I can analyze how Ponyboy’s grief and changing perspective reveal Hinton’s theme that shared pain can connect people across barriers, citing evidence.</p> <p>20. I can determine how the resolution of the novel reveals Hinton’s message about identity, empathy, and breaking social divisions, citing evidence.</p> <p>21. I can trace how the theme of empathy develops throughout the novel and evaluate how key events and characters show what helps people overcome divisions, citing evidence.</p> <p>22. I can analyze how recurring symbols—such as sunsets, hair, and “Stay gold”—reinforce the novel’s central ideas about innocence and connection, citing evidence.</p> <p>23. I can explain how Hinton’s use of first-person narration shapes readers’ understanding of Ponyboy’s growth and influences tone, citing evidence.</p> <p>24. I can compare how Hinton and Brazile each show that empathy and communication can bridge divisions between people, citing evidence from both texts.</p> <p>25. I can plan and organize an analytical response explaining how Hinton shows that compassion and understanding help people overcome barriers, using evidence from the novel.</p> <p>26. I can write an analytical response explaining how Hinton develops the theme that empathy and self-understanding allow people to rise above social divisions, citing strong and thorough evidence.</p> <p>27. I can plan my argument essay by making a clear claim that answers the question <i>What helps people overcome the barriers that divide them?</i>, cite strong evidence, and identify a counterclaim.</p> <p>28. I can draft my argument essay using text evidence from three or more sources and creating a clear line of reasoning.</p>
Culminating Assessment	Students will write an argument essay citing evidence across three or more texts to support their claims and analyses. Essay will be graded according to the NYS Regents rubric. Prompt: What helps people overcome the barriers that divide them?
Texts	Short Fiction <ul style="list-style-type: none">• <i>The Seventh Man</i> by Haruki Murakami Longer Fiction



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	<ul style="list-style-type: none">● <i>The Outsiders</i> by S. E. Hinton Nonfiction <ul style="list-style-type: none">● <i>The Power of the Dinner Table</i> by Donna Brazile Poem <ul style="list-style-type: none">● <i>Facing It</i> by Yusef Komanyakaa
Digital Platforms	<ul style="list-style-type: none">● Google Classroom● HMH ED● Padlet● Plickers
Reading/ Discussion Protocols	Writing Tasks <ul style="list-style-type: none">● ACE responses● Quick writes● Argumentative responses● Self-reflections; text to self/real world connections● Creative responses● Comparative mini writes comparing specified elements across multiple texts● Argument essay Reading / Discussion Protocols <ul style="list-style-type: none">● 3-2-1● Three Reads● Carousel Conversation● Gallery Walk● Say Something● Stations● 3 Tier Challenge● Talk Tickets



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- Turn & Talk

Continued

Rationale for Submission: Grade 9 English Language Arts Pacing Calendar (Periods 6 & 8)

The Grade 9 English Language Arts curriculum is a vertically aligned, standards-based sequence that develops foundational literacy, analytical, and academic writing skills aligned to the Next Generation Learning Standards (9-10R1–R6, 9-10W1–W9, 9-10SL1–SL4, and 9-10L4–L6). The pacing calendar demonstrates coherent instructional design through clearly defined essential questions, measurable learning targets, and cumulative performance tasks that prepare students for the NYS ELA Regents and advanced coursework.

Each unit integrates literary and informational texts that promote rigor, depth, and engagement while guiding students to analyze how authors explore complex ideas of survival, morality, ambition, love, and empathy. The curriculum advances DOE instructional priorities by featuring diverse authors and genres—Louise Erdrich, Lane Wallace, Sandra Cisneros, Homer, William Shakespeare, Roald Dahl, Shirley Jackson, and S. E. Hinton—ensuring representation and cultural relevance for all learners.

Learning experiences are scaffolded through explicitly stated “I can” statements that make objectives transparent and promote student ownership of learning. Core literacy practices—including ACE writing, thematic concept analysis, cross-text synthesis, and argument development—strengthen reasoning and skill transfer across genres. Evidence-based discussion protocols such as Carousel Conversations, Gallery Walks, and Say Something foster collaboration, accountable talk, and metacognitive reflection.

Each unit culminates in a Regents-aligned argument essay responding to its essential question, requiring students to synthesize evidence across multiple texts while constructing a clear line of reasoning. Collectively, these elements ensure instructional coherence, cultural inclusivity, and academic rigor—preparing students to meet and exceed the expectations of the NYS ELA Regents and to progress confidently toward higher-level ELA study.



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