

9 <sup>th</sup> Grade	Quarter 3 Curriculum Map	Weeks 1-9
<b>Introduction</b>		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.</p> <p><b>By 2025,</b></p> <ul style="list-style-type: none"> <li>● <b>80% of our students will graduate from high school college or career ready</b></li> <li>● <b>90% of students will graduate on time</b></li> <li>● <b>100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.</b></li> </ul> <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on <a href="#">page 3</a>).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the <a href="#">TN State Standards</a>, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including <a href="#">the instructional shifts</a>.</p>		
<b>How to Use the Curriculum Maps</b>		
<p>The curriculum map is meant to <b>support effective planning and instruction</b>; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making bring instructional materials to life in the classroom. To this end, the curriculum map should be viewed as a <i>guide</i>, not a <i>script</i>, and teacher should work to become experts in teaching and adapting the curriculum to meet the needs of their students.</p> <p>Curriculum maps outline the content and pacing for each grade and subject. For the 2017-18 school year, the curriculum maps will be based on a variety of curriculum resources intentionally selected to meet the demands of the TN State Standards and instructional shifts. In addition to the district-adopted textbook, units from LA Believes and LearnZillion will be included in the maps to supplement the current curriculum with deep, topic-driven units that include strong anchor texts and text sets that build knowledge that supports comprehension of grade-level text. Also, the <a href="#">HS English Companion Guide</a> outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the curriculum maps. A few key practices are highlighted in the Companion Guide:</p> <ul style="list-style-type: none"> <li>● It is critical that teachers not only prepare to deliver <i>lessons</i>, but also prepare to teach from a variety of sources. The <a href="#">HS English Companion Guide</a> outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation.</li> <li>● HS maps include many links to support instruction, and some instructional materials are digital. Teachers will be able to work more efficiently if they use the maps virtually.</li> <li>● All HS maps have a section explaining the Culminating Task within the introduction of the unit. Teachers should always keep in mind that the end goal of the unit is the culminating task, so any efforts made to scaffold instruction should be in an effort to further prepare students to be able to complete the culminating task successfully.</li> <li>● The <a href="#">HS English Companion Guide</a> also outlines a “text talk” process for teachers to read the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning. These text talks are particularly essential in the first year teaching any text.</li> <li>● The <a href="#">HS English Companion Guide</a> emphasizes that literacy instruction should <i>integrate</i> the elements of literacy instruction, so that reading, writing, speaking, listening, and language instruction work together for students to make meaning of texts and express their understanding.</li> </ul>		

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<b>Guidance for ELA Lessons and Units</b>		
<p>One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. In order for our students to meet the literacy demands of the Standards, our students should be reading and discussing text daily. Teachers are encouraged to build structures and protocols into instruction that support student-driven explorations of text and discussions of content. Writing should be an extension of discussion so that students may record thinking or explain thinking. This may be done formally or informally, on graphic organizers or in journals, as a quick response or an extended response. The more authentic the writing experience, the more students will build knowledge while processing the text and discussion.</p> <p>The curriculum map provides resources to make sure students have these opportunities. Content is divided into units of study, and some units combine to create a larger module, depending on the resource used for the curriculum. Units are organized by week to help teachers align Standards and objectives, which are labeled as “Learning Targets.” Each week in the map is divided into lessons; however, not all weeks have five lessons. The expectation is that teachers complete all the lessons of the week within that week, but pacing may vary depending on the needs of the students. Therefore, “flex” time has been added to allow teachers to extend critical learning opportunities and to accommodate various scheduling needs.</p>		
<b>Guidance on Assessments and Tasks</b>		
<p>Instructional strategies have been thoughtfully matched to learning targets and student outcomes included in the maps. Almost all of the chosen strategies come from one of the following reliable sources.</p> <ul style="list-style-type: none"> <li>• <a href="#">Louisiana Believes Instructional Strategies</a>, LA Department of Education</li> <li>• LearnZillion Guidebooks 2.0 (<a href="#">more information here</a>)</li> <li>• <a href="#">Facing History and Ourselves Teaching Strategies</a></li> <li>• <a href="#">EL Education Protocols</a></li> </ul> <p>Teachers are reminded that instruction and assessments must be aligned to TN State Standards. This includes writing assessments. For state-approved writing rubrics for the 2017-2018 school year, click here: <a href="https://www.tn.gov/education/topic/tcap-writing-rubrics">https://www.tn.gov/education/topic/tcap-writing-rubrics</a></p> <p>Daily instruction helps students read and understand text and express that understanding. Within the maps, <b>daily tasks</b> have been provided to help students prepare to successfully complete a culminating task. With proper scaffolding, collaboration and discussion with peers, and teacher modeling, students should have enough practice through the daily tasks to be prepared for the culminating task</p> <p>The <b>culminating task</b> expects students to consolidate their learning and demonstrate mastery of Standards taught in previous lessons. Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.</p> <p>To assess mastery at a deeper level of understanding, students may also complete <b>cold-read tasks</b>. Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit.</p> <p>Some units include an <b>extension task</b>. Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.</p>		

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<b>SCS Instructional Framework</b>		

*The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.*

*The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.*

#### **In our ELA classrooms, students will:**

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

#### **Effective ELA instruction requires research-based instructional practices which include:**

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

*Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.*

#### **ELA Coaching Guide**

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The [2017-18 Coaching Guide](#) can be **found here**. The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core](#).

Resource Toolkit	
<b>The Tennessee ELA Standards &amp; TNReady Blueprints</b>	
<p><b>The Tennessee State ELA Standards:</b>  <a href="https://www.tn.gov/assets/entities/sbe/attachments/4-15-16_V_B_English_Language_Arts_Standards_Attachment.pdf">https://www.tn.gov/assets/entities/sbe/attachments/4-15-16_V_B_English_Language_Arts_Standards_Attachment.pdf</a></p>	<p>Teachers can access the Tennessee State Standards through this link, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. These standards are new for the 2017-18 school year.</p>
<p><b>TNReady Blueprints</b>  <a href="https://www.tn.gov/assets/entities/education/attachments/tnready_blueprints_ela_grade_9-12.pdf">https://www.tn.gov/assets/entities/education/attachments/tnready_blueprints_ela_grade_9-12.pdf</a></p>	<p>This document provides information about the design of TNReady assessments. Keep in mind, the TDOE advises that the blueprint “is not intended to be used solely as an instructional resource or as a pacing guide,” instead the Standards (above) should be the primary guide for instructional decision making. The blueprint provides additional clarity about how the Standards will be assessment this year.</p>
<b>Shift 1: Regular Practice with Complex Text and its Academic Language</b>	
<p><b>Student Achievement Partners Text Complexity Collection:</b>  <a href="http://achievethecore.org/page/642/text-complexity-collection">http://achievethecore.org/page/642/text-complexity-collection</a></p>	<p>Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection.</p>
<p><b>Student Achievement Partners Academic Word Finder:</b>  <a href="http://achievethecore.org/page/1027/academic-word-finder">http://achievethecore.org/page/1027/academic-word-finder</a></p>	<p>Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text.</p>
<b>Shift 2: Reading, Writing, and Speaking Grounded in Evidence from the Text</b>	
<p><b>Student Achievement Partners Text-Dependent Questions Resources:</b>  <a href="http://achievethecore.org/page/710/text-dependent-question-resources">http://achievethecore.org/page/710/text-dependent-question-resources</a></p>	<p>Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis.</p>
<b>Shift 3: Building Knowledge through Content-Rich Non-Fiction</b>	
<p><b>Student Achievement Partners Text Set Projects Sequenced:</b>  <a href="http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction">http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction</a></p>	<p>Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world.</p>

9 <sup>th</sup> Grade Curriculum At-a-Glance				
Quarter	Length	Unit Title	Anchor Text	Content Connections
1	9 weeks	<i>Heroes and Veterans</i>	<i>The Odyssey</i> by Homer	Social Studies, Ancient History
2	9 weeks	<i>Romeo and Juliet</i>	<i>Romeo and Juliet</i> by William Shakespeare	Fine Arts, Drama*
3	9 weeks	<i>Hope, Despair, and Memory</i>	<i>Hope, Despair, and Memory</i> by Elie Wiesel	Social Studies, Social Injustice & The Holocaust
4	9 weeks	<i>The Power of Language</i>	<i>Fahrenheit 451</i> by Ray Bradbury	Social Studies, Censorship

Grade 9		Hope, Despair, and Memory	9 Weeks
<b>Unit Overview</b>			
Students read informational and literary texts about morality in the face of injustice. Students understand the consequences we face when we forget and the importance of remembering and memorializing tragic events. Students then express their understanding by exploring the different ways characters and historical figures have embraced humanity and created civility as a response to injustice.			
<b>Essential Questions:</b>			
<ul style="list-style-type: none"> <li>• Why is remembering history important?</li> <li>• How does tragedy help shape society?</li> </ul>			
<b>Anchor Text</b>		<b>Qualitative Analysis of Anchor Text</b>	
Hope, Despair, and Memory, Elie Wiesel		<p>To assist teachers with scaffolding instruction, the qualitative measures of the anchor text are provided here. These measures are based on the <a href="#">Text Complexity – Qualitative Measures Rubric</a>.</p> <ol style="list-style-type: none"> <li>Knowledge Demands – Very Complex</li> <li>Text Structure – Very Complex</li> <li>Language Features – Very Complex</li> <li>Purpose – Slightly Complex</li> </ol> <p>Overall Complexity – Very Complex</p>	
<b>Related Texts</b>			
<b>Literary Texts</b>			
<p><i>Antigone</i>, Sophocles <a href="http://johnstoniatexts.x10host.com/sophocles/antigonehtml.html">http://johnstoniatexts.x10host.com/sophocles/antigonehtml.html</a></p> <p>“The Lottery,” Shirley Jackson <a href="http://sites.middlebury.edu/individualandthesociety/files/2010/09/jackson_lottery.pdf">http://sites.middlebury.edu/individualandthesociety/files/2010/09/jackson_lottery.pdf</a></p>			
<b>Informational Texts</b>			
<p><i>I Have a Dream</i>, Martin Luther King, Jr. – Text and Video</p> <p><i>Declaration of Independence</i>, Thomas Jefferson</p>			
<b>Non- Print Texts</b>			
The Lottery, Video <a href="http://viewpure.com/RV03h3XWTDU?start=0&amp;end=0">http://viewpure.com/RV03h3XWTDU?start=0&amp;end=0</a>			
<b>*Printed materials listed in this section can be found in the printed student Guidebooks and Unit Readers.</b>			
<b>End-of-Unit Assessment:</b>			
“Mankind must remember that peace is not God’s gift to his creatures, it is our gift to each other.”--Elie Wiesel from “Hope, Despair and Memory”			
Select one of the texts we’ve read in this unit. How would the author respond to Elie Wiesel’s claim in this quotation from “Hope, Despair and Memory”? Write an essay that develops and supports your claim of how the author of the selected text would respond to Elie Wiesel’s speech. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence to support the analysis, including direct quotations and parenthetical citations.			

**Unit Outcomes: Grade Level Standards Addressed****Reading: Literature**

9-10.RL.KID.1, 9-10.RL.KID.2, 9-10.RL.KID.3, 9-10.RL.CS.4, 9-10.RL.CS.5, 9-10.RL.CS.6, 9-10.RL.IKI.7, 9-10.RL.RRTC.10

**Reading: Informational Texts**

9-10.RI.KID.1, 9-10.RI.KID.2, 9-10.RI.KID.3, 9-10.RI.CS.4, 9-10.RI.CS.5, 9-10.RI.CS.6, 9-10.RI.IKI.7, 9-10.RI.IKI.8, 9-10.RI.IKI.9, 9-10.RI.RRTC.10

**Language**

9-10.L.CSE.1, 9-10.L.CSE.2, 9-10.L.VAU.4, 9-10.L.VAU.5, 9-10.L.VAU.6

**Speaking and Listening**

9-10.SL.CC.1, 9-10.SL.CC.2, 9-10.SL.PKI.4, 9-10.SL.PKI.5, 9-10.SL.PKI.6

**Writing**

9-10.W.TTP.1, 9-10.W.TTP.2, 9-10.W.TTP.3, 9-10.W.PDW.4, 9-10.W.PDW.5, 9-10.W.PDW.6, 9-10.W.RBPK.7, 9-10.W.RBPK.8, 9-10.W.RBPK.9, 9-10.W.RW.10

**Week 1****Instructional Focus****Reading: Informational Texts**

- 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.
- 9-10.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.RI.CS.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
- 9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.

**Writing**

- 9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
- A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
- B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
- C. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- D. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- E. Use appropriate formatting, graphics, and multimedia to aid comprehension.

- F. Use precise language and domain-specific vocabulary to manage the complexity of the topic.  
G. Establish and maintain a formal style and objective tone.

- 9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.  
9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

### Language

- 9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.  
9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

### Speaking and Listening

- 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  
9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.  
9-10.SL.PKI.6 Adapts speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Lesson 1	Instructional Plan
<p><u>High Quality Text(s):</u> <b><i>The Declaration of Independence by Thomas Jefferson</i></b></p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12241-lesson-1-declaration-of-independence-sections-1-and-2/additional-materials?card=102172">https://scsk12.learnzillion.com/lesson_plans/12241-lesson-1-declaration-of-independence-sections-1-and-2/additional-materials?card=102172</a></p> <ul style="list-style-type: none"> <li>• Conversation Stems Handout</li> <li>• Highlighters</li> </ul>	<p><u>Guiding Question:</u> What is the author's purpose in writing the <i>Declaration of Independence</i>?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Begin reading the Declaration of Independence by Thomas Jefferson. (9-10.RI.KID.2)</li> <li>• Summarize Jefferson's main points in the first 2 sections. (9-10.RI.KID.2)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Students will read the first two sections of the Declaration of Independence and write objective summaries of Jefferson's main points. Lesson 1- <a href="https://scsk12.learnzillion.com/lesson_plans/12241-lesson-1-declaration-of-independence-sections-1-and-2/lesson">https://scsk12.learnzillion.com/lesson_plans/12241-lesson-1-declaration-of-independence-sections-1-and-2/lesson</a></li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> <b>Slide 9</b></p>



	<ul style="list-style-type: none"> <li>• Jefferson chose to begin the Declaration of Independence with the words, “The unanimous Declaration of the thirteen United States of America.” Was this necessary? Could the 13 colonies have declared independence if they were not unanimous?</li> <li>• Jefferson notes that “all men are created equal,” suggesting that this was “self-evident.” What is meant by this statement? How has this idea been supported or challenged throughout history?</li> <li>• How does Jefferson explain the reason for a formal declaration of independence? Why does Jefferson state the “causes which impel them to separate?” Is this necessary?</li> </ul> <p><b>Slide 11</b></p> <ul style="list-style-type: none"> <li>• Which two quotations reveal Jefferson’s main point in writing the text?</li> </ul> <p><u>Daily Writing Practice</u> Students summarize the reading of section 1.</p>
<b>Lesson 2</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> <b><i>The Declaration of Independence by Thomas Jefferson</i></b></p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12242-lesson-2-declaration-of-independence-jefferson-s-main-idea/additional-materials?card=102179">https://scsk12.learnzillion.com/lesson_plans/12242-lesson-2-declaration-of-independence-jefferson-s-main-idea/additional-materials?card=102179</a></p> <ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Reading Log</li> </ul>	<p><u>Guiding Question:</u> What is the author’s purpose in writing the <i>Declaration of Independence</i>?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Analyze a text to determine how an author reveals a central idea. (9-10.RI.KID.2)</li> <li>• Discuss how an author structures an argument to convey a main idea. (9-10.RI.CS.5)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Students explain how Jefferson develops his main idea in the Declaration of Independence through discussion and writing. Lesson 2-- <a href="https://scsk12.learnzillion.com/lesson_plans/12242-lesson-2-declaration-of-independence-jefferson-s-main-idea/lesson">https://scsk12.learnzillion.com/lesson_plans/12242-lesson-2-declaration-of-independence-jefferson-s-main-idea/lesson</a></li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><b>Slide 7</b></p> <ul style="list-style-type: none"> <li>• Which quotations reveal King Georges’ largest offences in the list of grievances?</li> </ul> <p><b>Slide 9</b></p> <ul style="list-style-type: none"> <li>• Which grievance is most related to a central idea of the text?</li> </ul> <p><u>Daily Writing Practice</u> Students summarize the reading of section 2.</p>
<b>Lesson 3</b>	<b>Instructional Plan</b>

<p><u>High Quality Text(s):</u> <b><i>The Declaration of Independence</i> by Thomas Jefferson</b></p> <p><u>Materials:</u></p> <p><a href="https://scsk12.learnzillion.com/lesson_plans/12243-lesson-3-declaration-of-independence-objective-summary/additional-materials?card=102186">https://scsk12.learnzillion.com/lesson_plans/12243-lesson-3-declaration-of-independence-objective-summary/additional-materials?card=102186</a></p> <p>Dictionary Highlighters</p>	<p><u>Guiding Question:</u> What is the author’s purpose in writing the <i>Declaration of Independence</i>?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Finish Reading the Declaration of Independence. (9-10.RI.KID.2)</li> <li>• Annotate for Jefferson’s purpose in writing the text. (9-10.RI.CS.6)</li> <li>• Create an objective summary of the text. (9-10.RI.KID.2)</li> <li>• Proofread and revise a summary.</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Students will read the Declaration of Independence and write objective summaries of the document. Lesson 3 -- <a href="https://scsk12.learnzillion.com/lesson_plans/12243-lesson-3-declaration-of-independence-objective-summary/">https://scsk12.learnzillion.com/lesson_plans/12243-lesson-3-declaration-of-independence-objective-summary/</a></li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> N/A</p> <p><u>Daily Writing Practice</u> Students write and revise summaries of the text.</p>
<p><b>Lesson 4</b></p>	<p><b>Instructional Plan</b></p>
<p><u>High Quality Text(s):</u> <b>“Hope, Despair, and Memory” by Elie Wiesel</b></p> <p><u>Materials:</u></p> <p><a href="https://scsk12.learnzillion.com/lesson_plans/12244-lesson-4-hope-despair-and-memory-analyzing-words-and-phrases/additional-materials?card=102193">https://scsk12.learnzillion.com/lesson_plans/12244-lesson-4-hope-despair-and-memory-analyzing-words-and-phrases/additional-materials?card=102193</a></p> <ul style="list-style-type: none"> <li>• Annotation Guide</li> <li>• Highlighters</li> <li>• Dictionaries</li> </ul>	<p><u>Guiding Question:</u> How does an author develop and convey an idea?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Read ‘Hope, Despair, and Memory. (9-10.RI.KID.2)</li> <li>• Annotate the text.</li> <li>• Discuss how an author develops a claim. (9-10.RI.KID.3)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Students will analyze how the use of words and phrases develop the author’s claim in “Hope, Despair, and Memory.” Lesson 4-- <a href="https://scsk12.learnzillion.com/lesson_plans/12244-lesson-4-hope-despair-and-memory-analyzing-words-and-phrases/lesson">https://scsk12.learnzillion.com/lesson_plans/12244-lesson-4-hope-despair-and-memory-analyzing-words-and-phrases/lesson</a></li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> <b>Slide 8</b></p> <ul style="list-style-type: none"> <li>• What is Wiesel saying about memory in the first 13 paragraphs of the text?</li> </ul>

	<p><u>Daily Writing Practice</u> Have students brainstorm as a group and respond in writing to the question listed on slide 8.</p>
<b>Lesson 5</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> <b>“Hope, Despair, and Memory” by Elie Wiesel</b></p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12245-lesson-5-hope-despair-and-memory-analyzing-claims-and-syntax/additional-materials?card=102200">https://scsk12.learnzillion.com/lesson_plans/12245-lesson-5-hope-despair-and-memory-analyzing-claims-and-syntax/additional-materials?card=102200</a></p> <ul style="list-style-type: none"> <li>• Claims Chart Handout</li> <li>• Tone Words Handout</li> </ul>	<p><u>Guiding Question:</u> How does an author develop and convey an idea?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Reread paragraph 7 and discuss the syntax in paragraph 7. (9-10.RI.KID.3, 9-10.RI.CS.5)</li> <li>• Complete a claims chart about the text. (9-10.RI.KID.3, 9-10.RI.CS.5)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Students will analyze how the author unfolds his claims in the first 13 paragraphs of “Hope, Despair, and Memory” and analyze his syntax of paragraph 7 of the text. Lesson 5-- <a href="https://scsk12.learnzillion.com/lesson_plans/12245-lesson-5-hope-despair-and-memory-analyzing-claims-and-syntax/lesson">https://scsk12.learnzillion.com/lesson_plans/12245-lesson-5-hope-despair-and-memory-analyzing-claims-and-syntax/lesson</a></li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><b>Slide 6</b></p> <ul style="list-style-type: none"> <li>• Look at the pattern of words in paragraph 7. What tone is developed as a result of the connotation of these words?</li> </ul> <p><b>Slide 7</b></p> <ul style="list-style-type: none"> <li>• What effect do the words and imagery in paragraph 7 have on the reader?</li> </ul> <p><b>Slide 8</b></p> <ul style="list-style-type: none"> <li>• What is the tone of the first 13 paragraphs of the text? How does the tone contribute to the central idea of the text?</li> </ul>

**Slide 9**

- What might be the author's purpose for writing this speech. How does he use language or strategies to achieve his purpose?

Daily Writing Practice

Have students respond to the following quick write: What is the central idea? How does the author develop the idea?

**Week 2**Instructional Focus

## Reading: Literature

- 9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.KID.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
- 9-10.RI.CS.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
- 9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.

## Language

- 9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

## Speaking and Listening

- 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

<p>9-10.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.</p> <p>9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>9-10.SL.PKI.6 Adapts speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	
<p><b>Lesson 6</b></p>	<p><b>Instructional Plan</b></p>
<p><u>High Quality Text(s):</u>  <b>“Hope, Despair, and Memory” by Elie Wiesel</b></p> <p><u>Materials:</u>  <a href="https://scsk12.learnzillion.com/lesson_plans/12246-lesson-6-hope-despair-and-memory-syntactical-analysis/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12246-lesson-6-hope-despair-and-memory-syntactical-analysis/additional-materials</a></p> <ul style="list-style-type: none"> <li>• Sentence Strip</li> <li>• Scissors</li> <li>• Reading Log</li> </ul>	<p><u>Guiding Question:</u> How does an author develop and convey an idea?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Dissect a sentence. (9-10.L.CSE.1)</li> <li>• Write sentences modeled after Wiesel’s sentence structure. (9-10.L.CSE.1)</li> <li>• Analyze how Wiesel’s tone, imagery, language and evidence help develop a central idea and advance his point of view. (9-10.RI.CS.6)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Students will complete a syntactical analysis of part portions of “Hope, Despair, and Memory” to further their understanding of how an author uses structure to convey a central idea. Lesson 6--  <a href="https://scsk12.learnzillion.com/lesson_plans/12246-lesson-6-hope-despair-and-memory-syntactical-analysis/lesson">https://scsk12.learnzillion.com/lesson_plans/12246-lesson-6-hope-despair-and-memory-syntactical-analysis/lesson</a></li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u>  <b>Slide 7</b></p> <ul style="list-style-type: none"> <li>• How do Wiesel’s use of phrases, conjunctions, and punctuation produce sentence variety and fluency in the paragraph? What is the effect of Wiesel’s sentence variety and fluency?</li> </ul> <p><u>Daily Writing Practice</u>  Students respond to the following prompt: How do Wiesel’s language, imagery, tone, and evidence in the paragraph you examined develop a central idea and advance his point of view in paragraphs 1-13.</p>
<p><b>Lesson 7</b></p>	<p><b>Instructional Plan</b></p>
<p><u>High Quality Text(s):</u>  <b>“The Lottery” by Shirley Jackson</b></p>	<p><u>Guiding Question:</u> How does the author develop theme or central idea?</p> <p><u>Learning Targets</u></p>

<p><b>Materials:</b>  <a href="https://scsk12.learnzillion.com/lesson_plans/12247-lesson-7-diction-and-connotation-in-the-lottery/lesson/additional-materials?card=102213">https://scsk12.learnzillion.com/lesson_plans/12247-lesson-7-diction-and-connotation-in-the-lottery/lesson/additional-materials?card=102213</a></p> <ul style="list-style-type: none"> <li>• “The Lottery” by Shirley Jackson After Reading Handout</li> <li>• Highlighters</li> </ul>	<ul style="list-style-type: none"> <li>• Read “The Lottery” by Shirley Jackson.</li> <li>• Annotate connotative diction and figurative language in these paragraphs. (9-10.RL.KID.4)</li> <li>• Discuss how an author creates a mood. (9-10.RL.KID.4)</li> </ul> <p><b>Agenda</b></p> <ul style="list-style-type: none"> <li>• Students begin to analyze how language creates mood in “The Lottery” by Shirley Jackson. Lesson 7--  <a href="https://scsk12.learnzillion.com/lesson_plans/12247-lesson-7-diction-and-connotation-in-the-lottery/lesson/">https://scsk12.learnzillion.com/lesson_plans/12247-lesson-7-diction-and-connotation-in-the-lottery/lesson/</a></li> </ul> <p><b>Text-Dependent/Text-Specific Questions (Sample)</b></p> <p><b>Slide 6</b></p> <ul style="list-style-type: none"> <li>• What mood is established by the first 7 paragraphs of the text?</li> </ul> <p><b>Daily Writing Practice</b>  Students respond to the quick write as outlined on slide 8: According to the text, how does tradition influence the villagers’ behavior?</p>
<p><b>Lesson 8</b></p>	<p><b>Instructional Plan</b></p>
<p><b>High Quality Text(s):</b>  <b>“The Lottery” by Shirley Jackson</b></p> <p><b>Materials:</b>  <a href="https://scsk12.learnzillion.com/lesson_plans/12248-lesson-8-the-lottery-tradition-and-society/additional-materials?card=102219">https://scsk12.learnzillion.com/lesson_plans/12248-lesson-8-the-lottery-tradition-and-society/additional-materials?card=102219</a></p> <ul style="list-style-type: none"> <li>• “The Lottery” by Shirley Jackson After Reading Handout</li> <li>• Highlighters</li> </ul>	<p><b>Guiding Question:</b> How does tradition dictate society’s action?</p> <p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>• Students will finish reading “The Lottery”.</li> <li>• Write about Jackson’s central idea. (9-10.RL.KID.2)</li> </ul> <p><b>Agenda</b></p> <ul style="list-style-type: none"> <li>• Students will finish reading “The Lottery” and analyze how tradition dictate society’s actions. Lesson 8--  <a href="https://scsk12.learnzillion.com/lesson_plans/12248-lesson-8-the-lottery-tradition-and-society/?card=102219">https://scsk12.learnzillion.com/lesson_plans/12248-lesson-8-the-lottery-tradition-and-society/?card=102219</a></li> </ul> <p><b>Text-Dependent/Text-Specific Questions (Sample)</b></p> <p><b>Slide 8</b></p> <ul style="list-style-type: none"> <li>• How does tradition dictate society’s action?</li> </ul> <p><b>Daily Writing Practice</b>  Students complete part 2 of the writing assignment.</p>

Lesson 9	Instructional Plan
<p>High Quality Text(s):  <b>“The Lottery” by Shirley Jackson</b></p> <p>Materials:  <a href="https://scsk12.learnzillion.com/lesson_plans/12249-lesson-9-the-lottery-timed-writing/additional-materials?card=102228">https://scsk12.learnzillion.com/lesson_plans/12249-lesson-9-the-lottery-timed-writing/additional-materials?card=102228</a></p> <ul style="list-style-type: none"> <li>• “The Lottery” by Shirley Jackson            After Reading Handout</li> </ul>	<p><u>Guiding Question:</u> What makes the delivery of the central idea effective in selected texts.</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Share reactions to the end of the text.</li> <li>• Discuss the text. (9-10.SL.CC.1)</li> <li>• Complete a timed writing activity. (9-10.RL.KID.2)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Students will write a timed response in which they compare central ideas from diverse texts. Lesson 9--  <a href="https://scsk12.learnzillion.com/lesson_plans/12249-lesson-9-the-lottery-timed-writing/lesson">https://scsk12.learnzillion.com/lesson_plans/12249-lesson-9-the-lottery-timed-writing/lesson</a></li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><b>Slide 6</b></p> <ul style="list-style-type: none"> <li>• What ideas or themes does “The Lottery” present that are similar to Wiesel’s? What makes each effective in its delivery?</li> </ul> <p><u>Daily Writing Practice</u></p> <p>Students complete a timed writing response to the following prompt: What ideas or themes does “The Lottery” present that are similar to Wiesel’s? What makes each effective in its delivery?</p>
Lesson 10	Instructional Plan

<p><u>High Quality Text(s):</u>  <b>“The Lottery” by Shirley Jackson</b></p> <p><u>Materials:</u>  <a href="https://scsk12.learnzillion.com/lesson_plans/12250-lesson-10-analyze-representation-of-the-lottery-in-film/additional-materials?card=102235">https://scsk12.learnzillion.com/lesson_plans/12250-lesson-10-analyze-representation-of-the-lottery-in-film/additional-materials?card=102235</a></p> <ul style="list-style-type: none"> <li>• Venn Diagram Handout</li> <li>• Annotated Copy of “The Lottery”</li> </ul>	<p><u>Guiding Question:</u> What makes the delivery of the central idea effective in selected versions of the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Watch a film version of the text. (9-10.RL.IKI.7)</li> <li>• Complete a film analysis. (9-10.RL.IKI.7)</li> <li>• Compare and Contrast the film and text versions. (9-10.RL.IKI.7)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Students view a film version of “The Lottery.” They compare and contrast the film and short story versions of the text. Lesson 10-- <a href="https://scsk12.learnzillion.com/lesson_plans/12250-lesson-10-analyze-representation-of-the-lottery-in-film/lesson">https://scsk12.learnzillion.com/lesson_plans/12250-lesson-10-analyze-representation-of-the-lottery-in-film/lesson</a></li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><b>Slide 8</b></p> <ul style="list-style-type: none"> <li>• Which version of the story most effectively delivers the meaning of the story? What details most contribute to the effectiveness?</li> </ul> <p><u>Daily Writing Practice</u></p> <p>As an exit ticket, students respond to the following prompt: What is the central idea of the written version? The film version? Is the message of these two texts the same or different?</p>
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### Week 3

#### Instructional Focus

##### **Reading: Literature**

- 9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.KID.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

##### **Reading: Informational Texts**

- 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.



9-10.RI.KID.2	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
9-10.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
9-10.RI.IKI.8	Evaluate how reasoning and evidence affects the argument and specific claims in a text.
9.RI.RRTC.10	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

### Language

9-10.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies. A. Use context as a clue to the meaning of a word or a phrase. B. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. C. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. D. Use etymological patterns in spelling as clues to the meaning of a word or phrase.
9-10.L.VAU.5	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Speaking and Listening

9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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Lesson 11	Instructional Plan
<p><u>High Quality Text(s):</u>  <b>“Hope, Despair, and Memory” by Elie Wiesel</b></p> <p><u>Materials:</u>  <a href="https://scsk12.learnzillion.com/lesson_plans/12251-lesson-11-paradoxes-in-hope-despair-and-memory/additional-materials?card=102242">https://scsk12.learnzillion.com/lesson_plans/12251-lesson-11-paradoxes-in-hope-despair-and-memory/additional-materials?card=102242</a></p> <ul style="list-style-type: none"> <li>Annotated Copy of “Hope, Despair, and Memory”</li> </ul>	<p><u>Guiding Question:</u> How do the author’s use of specific words impact the meaning of the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Read paragraphs 14-23 of “Hope, Despair, and Memory” to further our understanding of terminology concerning memory and Wiesel’s experiences. (9-10.L.VAU.4, 9-10.RL.KID.4)</li> </ul> <p><u>Agenda</u>  Students will read paragraphs 14-23 of “Hope, Despair, and Memory” and analyze words in the text using a semantic map. Lesson 11-- <a href="https://learnzillion.com/lesson_plans/12251-lesson-11-paradoxes-in-hope-despair-and-memory/lesson">https://learnzillion.com/lesson_plans/12251-lesson-11-paradoxes-in-hope-despair-and-memory/lesson</a></p>

<ul style="list-style-type: none"> <li>• Semantic Map Handout</li> <li>• Reading Log</li> </ul>	<p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <p><b>Slide 8</b></p> <ul style="list-style-type: none"> <li>• Paraphrase the quotation: “How are we to reconcile our supreme duty toward memory with the need to forget what is essential to life? No generation has had to confront this paradox with such urgency.”</li> <li>• What is significant about this quotation given your previous understanding of Wiesel’s argument concerning memory</li> </ul> <p><u>Daily Writing Practice</u></p> <p>As an exit ticket, students respond to the question listed on slide 8 in their reading log. Encourage students to refer back to the text for evidence.</p>
<p><b>Lesson 12</b></p>	<p><b>Instructional Plan</b></p>
<p><u>High Quality Text(s):</u> <i>Antigone</i> by Sophocles</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12252-lesson-12-understanding-plot-and-characterization-in-the-background-information-and-excerpt-1-of-antigone/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12252-lesson-12-understanding-plot-and-characterization-in-the-background-information-and-excerpt-1-of-antigone/additional-materials</a></p> <ul style="list-style-type: none"> <li>• Dialectical Journal Handout</li> </ul>	<p><u>Guiding Question:</u> How do the words/quotes in the text help to develop the characters in the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Read and summarize the main events of Antigone. (9-10.RL.KID.2)</li> <li>• Complete an entry in the dialectical journal. (9-10.RL.KID.3)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Students begin reading of excerpts from Antigone to examine how nuances in word meaning affect characterization.</li> <li>• Students begin a dialectical journal which they will update throughout the reading of the text. Lesson 12- <a href="https://scsk12.learnzillion.com/lesson_plans/12252-lesson-12-understanding-plot-and-characterization-in-the-background-information-and-excerpt-1-of-antigone/lesson">https://scsk12.learnzillion.com/lesson_plans/12252-lesson-12-understanding-plot-and-characterization-in-the-background-information-and-excerpt-1-of-antigone/lesson</a></li> </ul> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <p>Slide 5</p> <ul style="list-style-type: none"> <li>• Line 47: What is upsetting Antigone?</li> <li>• Line 56: What is Antigone planning to do? What does she want from Ismene?</li> <li>• Line 85 (bottom): What reasons does Ismene give Antigone for why they should not bury their brother?</li> <li>• Line 100: Why does Antigone feel that it is necessary to continue forward with her plans to bury her brother?</li> </ul> <p><u>Daily Writing Practice</u></p> <p>As an exit ticket, have students take their annotations and summary statement from the text and write a</p>

	summary of the plot of this section.
<b>Lesson 13</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> <i>Antigone</i> by Sophocles</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12253-lesson-13-understanding-plot-and-characterization-in-excerpt-2-of-antigone/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12253-lesson-13-understanding-plot-and-characterization-in-excerpt-2-of-antigone/additional-materials</a></p> <ul style="list-style-type: none"> <li>Dialectical Journal Handout</li> </ul>	<p><u>Guiding Question:</u> How do the words/quotes in the text help to develop the characters in the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Read and summarize the main events of Antigone. (9-10.RL.KID.2)</li> <li>Complete an entry in the dialectical journal. (9-10.RL.KID.3)</li> <li>Discuss how a character uses words to create an argument. (9-10.RL.KID.3)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>Students read lines 48-120 from Antigone and continue to examine how nuances in word meaning affect characterization. Students also continue to interpret quotations in their dialectical journal. Lesson 13- <a href="https://scsk12.learnzillion.com/lesson_plans/12253-lesson-13-understanding-plot-and-characterization-in-excerpt-2-of-antigone/description?card=102254">https://scsk12.learnzillion.com/lesson_plans/12253-lesson-13-understanding-plot-and-characterization-in-excerpt-2-of-antigone/description?card=102254</a></li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><b>Slide 5</b></p> <ul style="list-style-type: none"> <li>Line 241: Why does Creon say he is refusing Polyneices funeral rites?</li> </ul> <p><b>Slide 8</b></p> <ul style="list-style-type: none"> <li>How does Creon use words to persuade his audience? Use evidence from the text to support your answer.</li> </ul> <p><u>Daily Writing Practice</u> As an exit ticket, have students take their annotations and summary statement from the text and write a summary of the plot of this section.</p>
<b>Lesson 14</b>	<b>Instructional Plan</b>

<p><u>High Quality Text(s):</u> <b><i>Antigone</i></b> by Sophocles</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12254-lesson-14-understanding-plot-and-characterization-in-lines-424-533-from-antigone/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12254-lesson-14-understanding-plot-and-characterization-in-lines-424-533-from-antigone/additional-materials</a></p> <ul style="list-style-type: none"> <li>Dialectical Journal Handout</li> </ul>	<p><u>Guiding Question:</u> How do the words/quotes in the text help to develop the characters in the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Read and summarize the main events of Antigone. (9-10.RL.KID.2)</li> <li>Complete an entry in the dialectical journal. (9-10.RL.KID.3)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>Students read excerpt 2 from Antigone and continue to examine how nuances in word meaning affect characterization. Students also continue to interpret quotations in their dialectical journal. Lesson 14- <a href="https://scsk12.learnzillion.com/lesson_plans/12254-lesson-14-understanding-plot-and-characterization-in-lines-424-533-from-antigone/lesson">https://scsk12.learnzillion.com/lesson_plans/12254-lesson-14-understanding-plot-and-characterization-in-lines-424-533-from-antigone/lesson</a></li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><b>Slide 5</b></p> <ul style="list-style-type: none"> <li>Line 335: Where do the guards bring Antigone and why?</li> <li>Line 497: How did the guards catch Antigone?</li> <li>Line 533: Why does Antigone say she went against Creon’s proclamation?</li> </ul> <p><b>Slide 6</b></p> <ul style="list-style-type: none"> <li>What is the main idea of this section of the text?</li> <li>Who are the main characters introduced in this section?</li> <li>What are the main actions of those characters?</li> </ul> <p><u>Daily Writing Practice</u> As an exit ticket, have students take their annotations and summary statement from the text and write a summary of the plot of this section.</p>
<p><b>Lesson 15</b></p>	<p><b>Instructional Plan</b></p>

<p><u>High Quality Text(s):</u> <b><i>Antigone</i></b> by Sophocles</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12255-lesson-15-understanding-plot-and-characterization-in-lines-534-601-of-antigone/lesson">https://scsk12.learnzillion.com/lesson_plans/12255-lesson-15-understanding-plot-and-characterization-in-lines-534-601-of-antigone/lesson</a></p> <ul style="list-style-type: none"> <li>Dialectical Journal Handout</li> </ul>	<p><u>Guiding Question:</u> How do the words/quotes in the text help to develop the characters in the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Read and summarize the main events of Antigone. (9-10.RL.KID.2)</li> <li>Complete an entry in the dialectical journal. (9-10.RL.KID.3)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>Students read lines 424-533 from Antigone and continue to examine how nuances in word meaning affect characterization. Students also continue to interpret quotations in their dialectical journal. Lesson 15- <a href="https://scsk12.learnzillion.com/lesson_plans/12255-lesson-15-understanding-plot-and-characterization-in-lines-534-601-of-antigone/lesson">https://scsk12.learnzillion.com/lesson_plans/12255-lesson-15-understanding-plot-and-characterization-in-lines-534-601-of-antigone/lesson</a></li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><b>Slide 5</b></p> <ul style="list-style-type: none"> <li>Line 564: What emotional flaw does Creon accuse Antigone of? Who else does he accuse?</li> <li>Line 601: What is Creon’s punishment ultimate punishment for Antigone?</li> </ul> <p><b>Slide 6</b></p> <ul style="list-style-type: none"> <li>What is the main idea of this section of the text?</li> <li>Who are the main characters introduced in this section?</li> <li>What are the main actions of those characters?</li> </ul> <p><u>Daily Writing Practice</u> As an exit ticket, have students take their annotations and summary statement from the text and write a summary of the plot of this section.</p>
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## Week 4

### Instructional Focus

#### **Reading: Literature**

- 9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.KID.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RL.CS.6 Analyze how point of view and/or author’s purpose shapes the content and style of diverse texts.

**9.RL.RRTC.10** Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

**Reading: Informational Texts**

- 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.
- 9-10.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.RI.CS.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.

**Writing**

- 9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
- A. Introduce precise claim(s).
- B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
- D. Provide a concluding statement or section that follows from and supports the argument presented.
- E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- F. Establish and maintain a formal style and objective tone.
- 9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.
- 9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

**Language**

- 9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
- 9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
- 9-10.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- 9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.

	<p>A. Use context as a clue to the meaning of a word or a phrase.</p> <p>B. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p>C. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</p> <p>D. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</p>
9-10.L.VAU.5	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Speaking and Listening</b>	
9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
9-10.SL.PKI.4	Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
9-10.SL.PKI.6	Adapts speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Lesson 16	Instructional Plan
<p><u>High Quality Text(s):</u> <b>Antigone</b> by Sophocles</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12256-lesson-16-nuances-in-word-meaning-in-antigone/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12256-lesson-16-nuances-in-word-meaning-in-antigone/additional-materials</a></p> <ul style="list-style-type: none"> <li>Annotation Supplies</li> </ul>	<p><u>Guiding Question:</u> How do the words/quotes in the text help to develop the characters in the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Track the use of specific words to determine how nuances in word meaning affect characterization. (9-10.RL.KID.4)</li> <li>Engage in class discussion to share findings. (9-10.SL.CC.1, 9-10.SL.PKI.4)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>Students read lines 424-533 from Antigone and continue to examine how nuances in word meaning affect characterization. Students also continue to interpret quotations in their dialectical journal. Lesson 16- <a href="https://scsk12.learnzillion.com/lesson_plans/12256-lesson-16-nuances-in-word-meaning-in-antigone/lesson">https://scsk12.learnzillion.com/lesson_plans/12256-lesson-16-nuances-in-word-meaning-in-antigone/lesson</a></li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><b>Slide 5</b></p> <ul style="list-style-type: none"> <li>Are there nuances in the meanings of the words friend, enemy, love, justice, or honor when difference</li> </ul>

	<p>characters use them in the play?</p> <ul style="list-style-type: none"> <li>• What seems to be Antigone’s ideas about the word love and the concepts it represents?</li> <li>• Does Antigone use this word in a different way than Creon or Ismene would?</li> <li>• How would Antigone define the word love, based on this quote?</li> </ul> <p><b>Slide 6</b></p> <ul style="list-style-type: none"> <li>• Do Antigone, Ismene, Creon and other characters use the words in the same way?</li> <li>• What seems to be Antigone’s, Ismene’s, Creon’s on these words and the concepts they represent?</li> <li>• What does the use of this word in context represent?</li> </ul> <p><u>Daily Writing Practice</u> As an exit ticket, after the discussion have students use evidence from the text to respond to the question as listed on slide 7: Are there nuances in the meanings of the words friend, enemy, love, justice, or honor when difference characters use them in the play?</p>
<b>Lesson 17</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> <b>Antigone</b> by Sophocles</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12257-lesson-17-antigone-discussion/additional-materials?card=102284">https://scsk12.learnzillion.com/lesson_plans/12257-lesson-17-antigone-discussion/additional-materials?card=102284</a></p> <ul style="list-style-type: none"> <li>• Dialectical Journal</li> <li>• Paper or Reading Log</li> </ul>	<p><u>Guiding Question:</u> How do the words/quotes in the text help to develop the characters in the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Discuss Antigone and how the author uses words and character development to convey meaning. (9-10.SL.CC.1, 9-10.SL.PK1.4)</li> <li>• Complete a timed writing activity.</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Students will discuss the drama and complete a timed write following their discussion. Lesson 17- <a href="https://scsk12.learnzillion.com/lesson_plans/12257-lesson-17-antigone-discussion/lesson">https://scsk12.learnzillion.com/lesson_plans/12257-lesson-17-antigone-discussion/lesson</a></li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><b>Slide 5</b></p> <ul style="list-style-type: none"> <li>• What are Antigone’s goals, why are they important to her, and how and why is she being disobedient?</li> <li>• How does Sophocles use words and character development to convey this?</li> </ul> <p><b>Slide 6</b></p> <ul style="list-style-type: none"> <li>• How do Antigone’s actions relate to other texts in the unit?</li> </ul> <p><b>Slide 7</b></p> <ul style="list-style-type: none"> <li>• What ideas or themes does Antigone present that are similar to those in your text of choice? How so?</li> <li>• What makes each effective in its delivery of the message?</li> </ul>



	<p><u>Daily Writing Practice</u> Timed Writing Activity.</p>
<b>Lesson 18</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> “Hope, Despair, and Memory” by Elie Wiesel</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12258-lesson-18-hope-despair-and-memory-rhetorical-analysis/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12258-lesson-18-hope-despair-and-memory-rhetorical-analysis/additional-materials</a></p> <ul style="list-style-type: none"> <li>• Claims Chart</li> <li>• Annotation Supplies</li> </ul>	<p><u>Guiding Question:</u> How does the author use rhetorical appeals to achieve his purpose?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Read the anchor text and annotate for rhetorical claims and author’s purpose. (9-10.RI.CS.5, 9-10.RI.CS.6)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Students engage in a rhetorical analysis of the rest of “Hope, Despair, and Memory.” They begin drafting an essay assignment. Lesson 18- <a href="https://scsk12.learnzillion.com/lesson_plans/12258-lesson-18-hope-despair-and-memory-rhetorical-analysis/lesson">https://scsk12.learnzillion.com/lesson_plans/12258-lesson-18-hope-despair-and-memory-rhetorical-analysis/lesson</a></li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><b>Slide 6</b></p> <ul style="list-style-type: none"> <li>• Why did Wiesel write this speech?</li> <li>• What was he trying to accomplish?</li> </ul> <p><u>Daily Writing Practice</u> As an exit ticket or homework, summarize the text, focusing on the author’s purpose and how it is developed.</p>
<b>Lesson 19</b>	<b>Instructional Plan</b>

<p><u>High Quality Text(s):</u>  <b>“Hope, Despair, and Memory” by Elie Wiesel</b></p> <p><u>Materials:</u>  <a href="https://scsk12.learnzillion.com/lesson_plans/12259-lesson-19-analyzing-author-s-development-of-central-idea/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12259-lesson-19-analyzing-author-s-development-of-central-idea/additional-materials</a></p> <ul style="list-style-type: none"> <li>• Essay Rubric Handout</li> <li>• Completed Claims Chart</li> </ul>	<p><u>Guiding Question:</u> How does the author present and develop key ideas?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Analyze how each section of “Hope, Despair, and Memory” introduces and develops Wiesel’s central idea, makes connection between ideas, and reveals the author’s purpose. (9-10.RI.KID.3, 9-10.RI.CS.5)</li> <li>• Write a rough draft of an essay. (9-10.W.TTP.1)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Students write a multi-paragraph rough draft of an essay that analyzes how each section of the speech introduces and develops Wiesel’s central idea, makes connections between ideas, and reveals the author’s purpose. Lesson 19- <a href="https://scsk12.learnzillion.com/lesson_plans/12259-lesson-19-analyzing-author-s-development-of-central-idea/lesson">https://scsk12.learnzillion.com/lesson_plans/12259-lesson-19-analyzing-author-s-development-of-central-idea/lesson</a></li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u>  Slide 5  How does the last sentence of the text support a central idea and reveal Wiesel’s purpose in writing the speech?</p> <p><u>Daily Writing Practice</u>  Students are completing a writing activity as described above.</p>
<p><b>Lesson 20</b></p>	<p><b>Instructional Plan</b></p>
<p><u>High Quality Text(s):</u>  <b>“Hope, Despair, and Memory” by Elie Wiesel</b></p> <p><u>Materials:</u>  <a href="https://scsk12.learnzillion.com/lesson_plans/12260-lesson-20-editing-and-revising-an-essay/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12260-lesson-20-editing-and-revising-an-essay/additional-materials</a></p> <ul style="list-style-type: none"> <li>• Proofreading Guidelines Handout</li> <li>• Essay Rubric</li> </ul>	<p><u>Guiding Question:</u> How does the author present and develop key ideas?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Peer edit rough drafts.</li> <li>• Revise essays and complete final drafts.</li> </ul> <p><u>Agenda</u>  Students will revise their multi-paragraph essay about Wiesel’s purpose and central ideas in “Hope, Despair, and Memory.” Lesson 20- <a href="https://scsk12.learnzillion.com/lesson_plans/12260-lesson-20-editing-and-revising-an-essay/lesson">https://scsk12.learnzillion.com/lesson_plans/12260-lesson-20-editing-and-revising-an-essay/lesson</a></p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u>  NA- Writing Activity</p> <p><u>Daily Writing Practice</u></p>

	Students revise and edit drafts from previous lesson.
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### Week 5

#### Instructional Focus

##### **Reading: Informational Texts**

- 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.
- 9-10.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.RI.CS.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
- 9-10.RI.IKI.7 Evaluate the topic or subject in two diverse formats or media.
- 9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.
- 9-10.RI.IKI.9 Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.
- 9.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

##### **Writing**

- 9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.
- 9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

##### **Language**

- 9-10.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and

<p>9-10.L.VAU.4 to comprehend more fully when reading or listening. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.</p> <p>A. Use context as a clue to the meaning of a word or a phrase. B. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. C. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. D. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</p> <p>9-10.L.VAU.5 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
Lesson 21	Instructional Plan
<p><u>High Quality Text(s):</u> <b>“I Have a Dream” by Dr. Martin Luther King, Jr.</b></p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12261-lesson-21-i-have-a-dream-guided-reading/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12261-lesson-21-i-have-a-dream-guided-reading/additional-materials</a></p> <ul style="list-style-type: none"> <li>• “I Have a Dream” Guided Reading Handout</li> <li>• Tone Words Handout</li> <li>• Reading Log</li> </ul>	<p><u>Guiding Question:</u> How does word choice and figurative language convey a message?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Listen to a recording of Dr. Martin Luther King’s “I Have a Dream” to determine how the speaker communicates tone.</li> <li>• Analyze figurative language and word choice to determine a central idea of the speech.</li> </ul> <p><u>Agenda</u> Students listen to and independently read Dr. Martin Luther King’s “I Have a Dream” speech. Students then analyze figurative language and word choice to determine a central idea of the speech. Lesson 21- <a href="https://scsk12.learnzillion.com/lesson_plans/12261-lesson-21-i-have-a-dream-guided-reading/lesson">https://scsk12.learnzillion.com/lesson_plans/12261-lesson-21-i-have-a-dream-guided-reading/lesson</a></p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><b>Slide 7</b></p> <ul style="list-style-type: none"> <li>• How does King use word choice and figurative language to convey his main idea?</li> <li>• What are some of the more powerful metaphors King uses?</li> <li>• What strong images does he present?</li> <li>• What similes stick out to his audience?</li> <li>• What kind of allusions does he use?</li> <li>• Where is his diction especially strong?</li> <li>• How does the use of all of these devices help him convey a main idea?</li> </ul> <p><u>Daily Writing Practice</u> Have students respond to the main question on slide 7, using specific evidence from the text in writing.</p>

Lesson 22	Instructional Plan
<p><u>High Quality Text(s):</u>  <b>“I Have a Dream” by Dr. Martin Luther King, Jr.</b></p> <p><u>Materials:</u>  <a href="https://scsk12.learnzillion.com/lesson_plans/12262-lesson-22-i-have-a-dream-guided-reading/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12262-lesson-22-i-have-a-dream-guided-reading/additional-materials</a></p> <ul style="list-style-type: none"> <li>“I Have a Dream” Guided Reading Handout</li> </ul>	<p><u>Guiding Question:</u> How does an author convey meaning?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Determine King’s meaning and purpose in the speech. (9-10.RI.CS.6)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>Students reread Dr. Martin Luther King’s “I am a Dream” speech in pairs. Students then determine King’s meaning and purpose in the speech. Lesson 22-  <a href="https://scsk12.learnzillion.com/lesson_plans/12262-lesson-22-i-have-a-dream-guided-reading/lesson">https://scsk12.learnzillion.com/lesson_plans/12262-lesson-22-i-have-a-dream-guided-reading/lesson</a></li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u>  See guided reading handout.</p> <p><u>Daily Writing Practice</u>  Have students use their notes from the guided reading handout to write a summary of King’s message and purpose in paragraph form.</p>
Lesson 23	Instructional Plan
<p><u>High Quality Text(s):</u>  <b>“I Have a Dream” by Dr. Martin Luther King, Jr.</b></p> <p><u>Materials:</u>  <a href="https://scsk12.learnzillion.com/lesson_plans/12263-lesson-23-using-discussion-to-determine-meaning/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12263-lesson-23-using-discussion-to-determine-meaning/additional-materials</a></p> <ul style="list-style-type: none"> <li>SOAPSTone Handout</li> </ul>	<p><u>Guiding Question:</u> How is a similar idea or topic presented across multiple texts?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Complete a SOAPSTone analysis of the text. (9-10.RI.KID.2)</li> <li>Discuss “I Have a Dream” and the text’s message. (9-10.RI.KID.2)</li> <li>Respond in writing to a prompt about the class discussion. (9-10.RI.IKI.7 )</li> </ul> <p><u>Agenda</u>  Students complete a SOAPSTone analysis of the text. They engage in a discussion to determine how King uses literary and rhetorical devices to convey a central idea of the text. Lesson 23-  <a href="https://scsk12.learnzillion.com/lesson_plans/12263-lesson-23-using-discussion-to-determine-meaning/lesson">https://scsk12.learnzillion.com/lesson_plans/12263-lesson-23-using-discussion-to-determine-meaning/lesson</a></p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u>  <b>Slide 6</b></p> <ul style="list-style-type: none"> <li>What is the context for the speech and how does Dr. King appeal to his audience?</li> <li>How does Dr. King use literary devices, repetition, and allusions as a part of his appeal?</li> </ul>

	<p><b>Slide 7</b></p> <ul style="list-style-type: none"> <li>• What historical and biblical allusions do you recognize in the speech? Which allusions are most compelling and why?</li> </ul> <p><b>Slide 8</b></p> <ul style="list-style-type: none"> <li>• What devices and ideas does King’s speech share with Wiesel’s speech?</li> </ul> <p><b>Slide 9</b></p> <ul style="list-style-type: none"> <li>• How do King’s word choices, sentence structure and variety, and use of literary devices establish a clear tone, develop the central ideas of the speech and reveal his tone?</li> </ul> <p><u>Daily Writing Practice</u> Students complete writing activity as described in lesson 23 on slide 10.</p>
<b>Lesson 24</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> Text name is in bold</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12264-lesson-24-timed-write/additional-materials?card=102333">https://scsk12.learnzillion.com/lesson_plans/12264-lesson-24-timed-write/additional-materials?card=102333</a></p> <ul style="list-style-type: none"> <li>• Guided Reading Handout</li> <li>• SOAPSTOne Handout</li> <li>• Timed Writing Planning Handout</li> </ul>	<p><u>Guiding Question:</u> Time Writing</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Write a timed response to a writing prompt.</li> </ul> <p><u>Agenda</u> Students analyze “I Have a Dream” in a timed writing exercise that aligns with the culminating writing task. Lesson 24- <a href="https://scsk12.learnzillion.com/lesson_plans/12264-lesson-24-timed-write/lesson">https://scsk12.learnzillion.com/lesson_plans/12264-lesson-24-timed-write/lesson</a></p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> N/A Timed Writing Activity</p> <p><u>Daily Writing Practice</u> N/A Timed Writing Activity</p>
<b>Lesson 25</b>	<b>Instructional Plan</b>

<p><u>High Quality Text(s):</u> Cold Read Task, Part 1</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12265-lesson-25-cold-read-task-part-1/additional-materials?card=102338">https://scsk12.learnzillion.com/lesson_plans/12265-lesson-25-cold-read-task-part-1/additional-materials?card=102338</a></p>	<p><u>Guiding Question:</u> Cold Read Task, Part 1</p> <p><u>Learning Targets</u> Cold Read Task, Part 1</p> <p><u>Agenda</u> Cold Read Task, Part 1 Lesson 25- <a href="https://scsk12.learnzillion.com/lesson_plans/12265-lesson-25-cold-read-task-part-1/lesson">https://scsk12.learnzillion.com/lesson_plans/12265-lesson-25-cold-read-task-part-1/lesson</a></p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> NA- Cold Read Task, Part 1</p> <p><u>Daily Writing Practice</u> NA- Cold Read Task, Part 1</p>
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## Week 6

### Instructional Focus

#### **Reading: Informational Texts**

- 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.
- 9-10.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.RI.CS.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.

#### **Writing**

- 9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
- A. Introduce precise claim(s).
  - B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

	<p>C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.</p> <p>D. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>F. Establish and maintain a formal style and objective tone.</p> <p>9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9-10.W.PDW.5 <b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)</b></p> <p>9-10.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.</p> <p>9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p><b>Language</b></p> <p>9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</p> <p>9-10.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.</p> <p>A. Use context as a clue to the meaning of a word or a phrase.</p> <p>B. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p>C. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</p> <p>D. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</p>
<p><b>Lesson 26</b></p> <p><u>High Quality Text(s):</u> Cold Read Task, Part 2</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12266-lesson-26-cold-read-task-part-2/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12266-lesson-26-cold-read-task-part-2/additional-materials</a></p>	<p><b>Instructional Plan</b></p> <p><u>Guiding Question:</u> Cold Read Task, Part 2</p> <p><u>Learning Targets</u> Cold Read Task, Part 2</p> <p><u>Agenda</u> Cold Read Task, Part 2—Lesson 26- <a href="https://scsk12.learnzillion.com/lesson_plans/12266-lesson-26-cold-read-task-part-2/lesson">https://scsk12.learnzillion.com/lesson_plans/12266-lesson-26-cold-read-task-part-2/lesson</a></p>



	<p><u>Text-Dependent/Text-Specific Questions</u> (Sample) NA- Cold Read Task, Part 2</p> <p><u>Daily Writing Practice</u> NA- Cold Read Task, Part 2</p>
<b>Lesson 27</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> “Hope, Despair, and Memory” by Elie Wiesel</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12267-lesson-27-begin-the-writing-process/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12267-lesson-27-begin-the-writing-process/additional-materials</a></p> <ul style="list-style-type: none"> <li>• Culminating Writing Task Directions</li> <li>• Essay Rubric</li> <li>• Notes, Charts, Handouts from Selected Texts in the Unit</li> </ul>	<p><u>Guiding Question:</u> How is a similar idea or topic presented across multiple texts?</p> <p><u>Learning Targets</u> Draft a response to the culminating writing task. (9-10.W.TTP.1)</p> <p><u>Agenda</u> Students begin the writing process responding to the prompt: Reread the last sentence of “Hope, Despair and Memory”: “Mankind must remember that peace is not God’s gift to his creatures, it is our gift to each other.” Select one of the texts we’ve read in this unit. How would the author respond to Elie Wiesel’s claim in this quotation? Lesson 27- <a href="https://scsk12.learnzillion.com/lesson_plans/12267-lesson-27-begin-the-writing-process/lesson">https://scsk12.learnzillion.com/lesson_plans/12267-lesson-27-begin-the-writing-process/lesson</a></p> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) N/A-Culminating Writing Task</p> <p><u>Daily Writing Practice</u> N/A-Culminating Writing Task</p>
<b>Lesson 28</b>	<b>Instructional Plan</b>

<p><u>High Quality Text(s):</u> “Hope, Despair, and Memory” by Elie Wiesel</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12268-lesson-28-write-the-first-draft/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12268-lesson-28-write-the-first-draft/additional-materials</a></p> <ul style="list-style-type: none"> <li>• Culminating Writing Task Directions</li> <li>• Essay Rubric</li> <li>• Notes, Charts, Handouts from Selected Texts in the Unit</li> </ul>	<p><u>Guiding Question:</u> How is a similar idea or topic presented across multiple texts?</p> <p><u>Learning Targets</u> Draft a response to the culminating writing task. (9-10.W.TTP.1)</p> <p><u>Agenda</u> Students continue the writing process responding to the prompt: Reread the last sentence of “Hope, Despair and Memory”: “Mankind must remember that peace is not God’s gift to his creatures, it is our gift to each other.” Select one of the texts we’ve read in this unit. How would the author respond to Elie Wiesel’s claim in this quotation? Lesson 28- <a href="https://scsk12.learnzillion.com/lesson_plans/12268-lesson-28-write-the-first-draft/lesson">https://scsk12.learnzillion.com/lesson_plans/12268-lesson-28-write-the-first-draft/lesson</a></p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> N/A-Culminating Writing Task</p> <p><u>Daily Writing Practice</u> N/A-Culminating Writing Task</p>
<b>Lesson 29</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> “Hope, Despair, and Memory” by Elie Wiesel</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12269-lesson-29-revise-the-first-draft/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12269-lesson-29-revise-the-first-draft/additional-materials</a></p> <ul style="list-style-type: none"> <li>• Culminating Writing Task Directions</li> <li>• Essay Rubric</li> <li>• Notes, Charts, Handouts from Selected Texts in the Unit</li> </ul>	<p><u>Guiding Question:</u> How is a similar idea or topic presented across multiple texts?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Revise a response to the culminating writing task. (9-10.W.TTP.1)</li> </ul> <p><u>Agenda</u> Students continue the writing process responding to the prompt: Reread the last sentence of “Hope, Despair and Memory”: “Mankind must remember that peace is not God’s gift to his creatures, it is our gift to each other.” Select one of the texts we’ve read in this unit. How would the author respond to Elie Wiesel’s claim in this quotation? Lesson 29- <a href="https://scsk12.learnzillion.com/lesson_plans/12269-lesson-29-revise-the-first-draft/lesson">https://scsk12.learnzillion.com/lesson_plans/12269-lesson-29-revise-the-first-draft/lesson</a></p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> N/A-Culminating Writing Task</p> <p><u>Daily Writing Practice</u></p>

	N/A-Culminating Writing Task
<b>Lesson 30</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> “Hope, Despair, and Memory” by Elie Wiesel</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12270-lesson-30-complete-final-draft/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12270-lesson-30-complete-final-draft/additional-materials</a></p> <ul style="list-style-type: none"> <li>• Culminating Writing Task Directions</li> <li>• Essay Rubric</li> <li>• Notes, Charts, Handouts from Selected Texts in the Unit</li> </ul>	<p><u>Guiding Question:</u> How is a similar idea or topic presented across multiple texts?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Finalize a response to the culminating writing task. (9-10.W.TTP.1)</li> </ul> <p><u>Agenda</u> Students continue the writing process responding to the prompt: Reread the last sentence of “Hope, Despair and Memory”: “Mankind must remember that peace is not God’s gift to his creatures, it is our gift to each other.” Select one of the texts we’ve read in this unit. How would the author respond to Elie Wiesel’s claim in this quotation? Lesson 30- <a href="https://scsk12.learnzillion.com/lesson_plans/12270-lesson-30-complete-final-draft/lesson">https://scsk12.learnzillion.com/lesson_plans/12270-lesson-30-complete-final-draft/lesson</a></p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> N/A-Culminating Writing Task</p> <p><u>Daily Writing Practice</u> N/A-Culminating Writing Task</p>

## Week 7

<b>Writing</b>	
9-10.W.TTP.2	Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. C. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. D. Provide a concluding statement or section that follows from and supports the information or explanation presented. E. Use appropriate formatting, graphics, and multimedia to aid comprehension. F. Use precise language and domain-specific vocabulary to manage the complexity of the topic. G. Establish and maintain a formal style and objective tone.
9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
9-10.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
9-10.W. RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.
9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Lesson 31	Instructional Plan
<p><u>High Quality Text(s):</u> "Hope, Despair, and Memory" by Elie Wiesel</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12271-lesson-31-create-a-research-topic-and-questions/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12271-lesson-31-create-a-research-topic-and-questions/additional-materials</a></p> <ul style="list-style-type: none"> <li>Notes Taken During the Unit</li> </ul>	<p><u>Guiding Question:</u> How does our society memorialize social injustice?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Choose a time period to research. (9-10.W.RBPK.7, 9-10.W. RBPK.8)</li> <li>Create a series of questions for research. (9-10.W.RBPK.7, 9-10.W. RBPK.8)</li> <li>Begin conducting research to deepen our understanding of the ways our society memorializes eras of turmoil. (9-10.W.RBPK.7, 9-10.W. RBPK.8)</li> </ul>

<ul style="list-style-type: none"> <li>• Extension Task Directions</li> <li>• Access to Internet Resources</li> <li>• Blank Index Cards</li> </ul>	<p><u>Agenda</u> Students begin a research project choosing a time period represented in one of our texts and how that particular time period’s events have been memorialized in our society. Lesson 31- <a href="https://scsk12.learnzillion.com/lesson_plans/12271-lesson-31-create-a-research-topic-and-questions/lesson">https://scsk12.learnzillion.com/lesson_plans/12271-lesson-31-create-a-research-topic-and-questions/lesson</a></p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> NA- Extension Task</p> <p><u>Daily Writing Practice</u> NA- Extension Task</p>
<p><b>Lesson 32</b></p>	<p><b>Instructional Plan</b></p>
<p><u>High Quality Text(s):</u> “Hope, Despair, and Memory” by Elie Wiesel</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12272-lesson-32-continue-independent-research/additional-materials?card=102388">https://scsk12.learnzillion.com/lesson_plans/12272-lesson-32-continue-independent-research/additional-materials?card=102388</a></p> <ul style="list-style-type: none"> <li>• Extension Task Directions</li> <li>• Research Questions Note Cards</li> <li>• Notes Taken During Unit</li> <li>• Access of Internet Resources</li> </ul>	<p><u>Guiding Question:</u> How does our society memorialize social injustice?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Continue conducting research to deepen our understanding of the ways our society memorializes eras of turmoil. (9-10.W.RBPK.7, 9-10.W. RBPK.8)</li> </ul> <p><u>Agenda</u> Students continue a research project choosing a time period represented in one of our texts and how that particular time period’s events have been memorialized in our society. Lesson 32- <a href="https://scsk12.learnzillion.com/lesson_plans/12272-lesson-32-continue-independent-research/lesson">https://scsk12.learnzillion.com/lesson_plans/12272-lesson-32-continue-independent-research/lesson</a></p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> NA- Extension Task</p> <p><u>Daily Writing Practice</u> NA- Extension Task</p>
<p><b>Lesson 33</b></p>	<p><b>Instructional Plan</b></p>

<p><u>High Quality Text(s):</u> “Hope, Despair, and Memory” by Elie Wiesel</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12273-lesson-33-completing-the-research-process/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12273-lesson-33-completing-the-research-process/additional-materials</a></p> <ul style="list-style-type: none"> <li>• Extension Task Directions</li> <li>• Research Questions Note Cards</li> <li>• Notes Taken During Unit</li> <li>• Access of Internet Resources</li> </ul>	<p><u>Guiding Question:</u> How does our society memorialize social injustice?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Continue conducting research to deepen our understanding of the ways our society memorializes eras of turmoil. (9-10.W.RBPK.7, 9-10.W. RBPK.8)</li> </ul> <p><u>Agenda</u> Students continue a research project choosing a time period represented in one of our texts and how that particular time period’s events have been memorialized in our society. Lesson 33- <a href="https://scsk12.learnzillion.com/lesson_plans/12273-lesson-33-completing-the-research-process/lesson">https://scsk12.learnzillion.com/lesson_plans/12273-lesson-33-completing-the-research-process/lesson</a></p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> NA- Extension Task</p> <p><u>Daily Writing Practice</u> NA- Extension Task</p>
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## Week 8

### Instructional Focus

#### **Writing**

- 9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
- Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
  - Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
  - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented.
  - Use appropriate formatting, graphics, and multimedia to aid comprehension.
  - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - Establish and maintain a formal style and objective tone.
- 9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 9-10.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is

	<p>most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)</p> <p>9-10.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>9-10.W.RBPK7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.</p> <p>9-10.W. RBPK.8 Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.</p> <p>9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p><b>Language</b></p> <p>9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</p> <p>9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.</p> <p>9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><b>Lesson 34</b></p>	<p><b>Instructional Plan</b></p>
<p><u>High Quality Text(s):</u> “Hope, Despair, and Memory” by Elie Wiesel</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12274-lesson-34-develop-a-thesis-and-write-the-first-draft/additional-materials?card=102403">https://scsk12.learnzillion.com/lesson_plans/12274-lesson-34-develop-a-thesis-and-write-the-first-draft/additional-materials?card=102403</a></p> <ul style="list-style-type: none"> <li>• Extension Task Directions</li> <li>• Research Questions Note Cards</li> <li>• Notes Taken During Unit</li> </ul>	<p><u>Guiding Question:</u> How does our society memorialize social injustice?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Develop a thesis statement based on research. (9-10.W.TTP.2, 9-10.W.PDW.4)</li> <li>• Draft an essay that demonstrates understanding of how our society memorializes specific time periods. (9-10.W.TTP.2, 9-10.W.PDW.4)</li> </ul> <p><u>Agenda</u> Students begin the writing process. Lesson 34- <a href="https://scsk12.learnzillion.com/lesson_plans/12274-lesson-34-develop-a-thesis-and-write-the-first-draft/lesson">https://scsk12.learnzillion.com/lesson_plans/12274-lesson-34-develop-a-thesis-and-write-the-first-draft/lesson</a></p>

<ul style="list-style-type: none"> <li>• Access of Internet Resources</li> </ul>	<p><u>Text-Dependent/Text-Specific Questions</u> (Sample) NA- Extension Task</p> <p><u>Daily Writing Practice</u> NA- Extension Task</p>
<p><b>Lesson 35</b></p>	<p><b>Instructional Plan</b></p>
<p><u>High Quality Text(s):</u> “Hope, Despair, and Memory” by Elie Wiesel</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12275-lesson-35-revise-the-first-draft/additional-materials?card=102410">https://scsk12.learnzillion.com/lesson_plans/12275-lesson-35-revise-the-first-draft/additional-materials?card=102410</a></p> <ul style="list-style-type: none"> <li>• First Draft of Response to Prompt</li> <li>• Essay Rubric</li> </ul>	<p><u>Guiding Question:</u> How does our society memorialize social injustice?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Revise an essay that demonstrates understanding of how our society memorializes specific time periods. (9-10.W.TTP.2, 9-10.W.PDW.4, 9-10.W.PDW.5)</li> </ul> <p><u>Agenda</u> Students continue the writing process. Lesson 35- <a href="https://scsk12.learnzillion.com/lesson_plans/12275-lesson-35-revise-the-first-draft/lesson">https://scsk12.learnzillion.com/lesson_plans/12275-lesson-35-revise-the-first-draft/lesson</a></p> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) NA- Extension Task</p> <p><u>Daily Writing Practice</u> NA- Extension Task</p>
<p><b>Lesson 36</b></p>	<p><b>Instructional Plan</b></p>



<p><u>High Quality Text(s):</u> “Hope, Despair, and Memory” by Elie Wiesel</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12276-lesson-36-complete-final-draft/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12276-lesson-36-complete-final-draft/additional-materials</a></p>	<p><u>Guiding Question:</u> How does our society memorialize social injustice?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Edit and publish an essay that demonstrates understanding of how our society memorializes specific time periods. (9-10.W.TTP.2, 9-10.W.PDW.4, 9-10.W.PDW.5)</li> </ul> <p><u>Agenda</u> Students continue the writing process. Lesson 36- <a href="https://scsk12.learnzillion.com/lesson_plans/12276-lesson-36-complete-final-draft/lesson">https://scsk12.learnzillion.com/lesson_plans/12276-lesson-36-complete-final-draft/lesson</a></p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> NA- Extension Task</p> <p><u>Daily Writing Practice</u> NA- Extension Task</p>
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## Week 9

### Speaking and Listening

- 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- 9-10.SL.CC.2 Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.
- 9-10.SL.CC.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.
- 9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- 9-10.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 9-10.SL.PKI.6 Adapts speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Lesson 37

### Instructional Plan

High Quality Text(s):

Guiding Question: How does our society memorialize social injustice?

<p><b>Materials:</b>  <a href="https://scsk12.learnzillion.com/lesson_plans/12277-lesson-37-creating-a-rubric-and-crafting-a-multimedia-presentation/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12277-lesson-37-creating-a-rubric-and-crafting-a-multimedia-presentation/additional-materials</a></p> <ul style="list-style-type: none"> <li>• Extension Task Essay</li> <li>• Computer Access</li> </ul>	<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>• Discuss elements of a multimedia presentation. (9-10.SL.PKI.4, 9-10.SL.PKI.5)</li> <li>• Create a rubric for class multimedia presentations. (9-10.SL.PKI.4, 9-10.SL.PKI.5)</li> <li>• Create multimedia presentations. (9-10.SL.PKI.4, 9-10.SL.PKI.5)</li> </ul> <p><b>Agenda</b>  Students select one way the selected time period is memorialized and create a multimedia presentation to deliver to the class that describes the memorial and its purpose, and explains why the student selected that memorial to present. Lesson 37- <a href="https://scsk12.learnzillion.com/lesson_plans/12277-lesson-37-creating-a-rubric-and-crafting-a-multimedia-presentation/lesson">https://scsk12.learnzillion.com/lesson_plans/12277-lesson-37-creating-a-rubric-and-crafting-a-multimedia-presentation/lesson</a></p> <p><b>Text-Dependent/Text-Specific Questions (Sample)</b>  NA- Extension Task</p> <p><b>Daily Writing Practice</b>  NA- Extension Task</p>
<b>Lesson 38</b>	<b>Instructional Plan</b>
<p><b>High Quality Text(s):</b></p> <p><b>Materials:</b>  <a href="https://scsk12.learnzillion.com/lesson_plans/12278-lesson-38-extension-task-multi-media-presentations/additional-materials?card=102431">https://scsk12.learnzillion.com/lesson_plans/12278-lesson-38-extension-task-multi-media-presentations/additional-materials?card=102431</a></p> <ul style="list-style-type: none"> <li>• Class Generated Rubric</li> <li>• Index Cards</li> </ul>	<p><b>Guiding Question:</b> How does our society memorialize social injustice?</p> <p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>• Deliver multimedia presentations. (9-10.SL.PKI.4, 9-10.SL.PKI.5)</li> <li>• Evaluate peer presentations. (9-10.SL.PKI.4, 9-10.SL.PKI.5)</li> </ul> <p><b>Agenda</b>  Students present multimedia presentations and evaluate their peers' presentations. Lesson 38- <a href="https://scsk12.learnzillion.com/lesson_plans/12278-lesson-38-extension-task-multi-media-presentations/lesson">https://scsk12.learnzillion.com/lesson_plans/12278-lesson-38-extension-task-multi-media-presentations/lesson</a></p> <p><b>Text-Dependent/Text-Specific Questions (Sample)</b>  NA- Extension Task</p> <p><b>Daily Writing Practice</b>  NA- Extension Task</p>