

Grade 9 Curriculum Map



GRADE 9, UNIT 1 : American Voices

INTRODUCTION	Day 1	Unit Video: Define American: Hiep Le Discuss It: Is being “American” a matter of geography or choice?	Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Narrative Writing PII.12, PIII Launch Text: Music for My Mother (Lexile 770)
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WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2

Anchor Text (Essay): <i>A Quilt of a Country</i> by Anna Quindlen Anchor Text (Essay): <i>The Immigrant Contribution from A Nation of Immigrants</i> by John F. Kennedy Anchor Text (Short Story): <i>American History</i> by Judith Ortiz Cofer	Performance-Based Assessment Task Mode: Nonfiction Narrative Prompt: How does your generation define what it means to be an American today? Language Development: Exposition and Dialogue W.3, W.3a-e, W.10	Whole-Class Learning Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	Essential Question What does it mean to be “American”?	Unit Goals: TG p. 4 <ul style="list-style-type: none"> • Evaluate written narratives by analyzing how authors sequence and describe experiences and events. RL.5 • Expand Knowledge and use of academic and thematic vocabulary. RL.4 • Write a nonfiction narrative in which you develop characters or events using effective technique W.2 • Conduct research projects of various lengths to explore a topic and clarify meaning W.7 • Correctly use exposition and dialogue to convey meaning and add variety and interest to your writing and presentations. L.1, L.1.c • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations SL.5
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Standards Covered

Reading Literary Text RL.5, RL.10	Reading Informational Text RI.3, RI.4, RI.5, RI.6, RI.10	Speaking & Listening SL.9 -10.4, SL.4.b	Language L.1.d, L.4.b, L.4.d	Writing W.3, W.3.e	NOTES:
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UNIT 1 Whole-Class Learning		GRADE 9		American Voices		
Making Meaning		Language Development		NOTES:		
Days 3-6						
A Quilt of a Country: TG p. 12-21 First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection	Close Read TG p. 14: Mark the repetition of word choice TG p. 16: Figurative language RI.4	Analyze the Text TG p. 18 <input type="checkbox"/> Analyze <input type="checkbox"/> Generalize <input type="checkbox"/> Deduce <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 19 Author's Purpose: Rhetoric Analogy RI.5, RI.6, RI.10	Concept Vocabulary and Word Study TG p. 20 Words expressing unity and fragmentation: disparate discordant pluralistic interwoven diversity coalescing Prefixes: dis- L.4.b	Author's Style TG p. 21 Author's Style: Vivid language RI.4	

Making Meaning			Language Development		Effective Expression	
Days 7-10						
<p>The Immigrant Contribution: TG p. 22-35</p> <p>First Read Notice: Who the story is about, what happens, where and when it happens and why those involved react</p> <p>Annotate: Mark vocabulary and key passages to revisit</p> <p>Connect: Ideas within selection to what you already know and have read</p> <p>Respond: Complete Comprehension check and write a brief summary of the selection</p>	<p>Close Read TG p. 23: Infer Author’s purpose</p> <p>TG p. 24: Mark pronouns Kennedy uses</p> <p>TG p. 27: Look for verbs and nouns that are positive and uplifting</p>	<p>Analyze the Text TG p. 30</p> <p><input type="checkbox"/> Analyze</p> <p><input type="checkbox"/> Answer the Essential Question</p>	<p>Analyze Craft and Structure TG p. 31</p> <p>Author’s Purpose:</p> <p>Purpose and Persuasion</p> <p>Persuasive appeals</p>	<p>Concept Vocabulary and Word Study TG p. 32</p> <p>Words related to populations and group identities:</p> <p>descendants stock naturalization minority faction assimilation</p> <p>Latin Root: -nat-</p>	<p>Conventions TG p. 32</p> <p>Sentence Structure</p> <p>Independent Dependent Subordinate clause</p>	<p>Writing to Compare TG p. 34-35</p> <p>Diction</p>
	RI.6		RI.5, RI.6, RI.10	L.4.b	L.1.b, PII.3, PII.4	RI.9–10.4, W.2, W.4, W.5, W.9.b

Making Meaning				Language Development		Effective Expression	
Days 11-13							
American History: TG p. 36-51 First Read Notice: Whom the story is about, what happens, where and when it happens and why those involved react Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection	Close Read TG p. 37: Analyze Character TG p. 38: Mark words and phrases related to weather TG p. 40: Analyze characterization TG p. 43: Mark details that show appearance and behavior TG p. 44: Infer motivation RL.3	Analyze the Text TG p. 46 <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Analyze <input type="checkbox"/> Answer essential question RL.1, RL.3	Analyze Craft and Structure TG p. 47 Narrative Structure Internal Conflict External Conflict RL.3, RL.10	Concept Vocabulary and Word Study TG p. 48 Words that involve having a fascination with or an attraction to something: anticipated devoted enthralled elation infatuated impulse Cognates L.4	Conventions TG p. 49 Types of Phrases Preposition Prepositional phrase Object of the preposition Adjective phrase Adverb phrase L.1.b	Writing to Sources TG p. 50 Write alternative ending W.3, W.9.3.e	Speaking and Listening TG p. 51 Monologue SL.4.b
Performance Task: Writing Focus							
Days 14-15							
TG p. 52-57 Mode: Nonfiction Narrative Prompt: How does your generation define what it means to be an American today? Language Development: Exposition and Dialogue					Standards: W.3a-e; W.9.4, W.9.5, W.10		

UNIT 1 Small-Group Learning		GRADE 9		American Voices	
Introduction Day 19					
<p>Novel Excerpt: <i>Rules of the Game from The Joy Luck Club</i> by Amy Tan</p> <p>Media (blog post): <i>The Writing on the Wall</i> by Camille Dungy</p> <p>Memoir: <i>With a Little Help From My Friends from Funny in Farsi</i> by Firoozeh Dumas</p> <p>Poetry: <i>Morning Talk</i> by Roberta Hill <i>Immigrant Picnic</i> by Gregory Djanikian</p>	<p>Performance-Based Assessment Task</p> <p>Mode: Produce a Podcast</p> <p>Prompt: How do the realities of immigrants' experiences reflect or fail to reflect American ideals? SL.4, SL.5, SL.6, W-10.9.6</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question</p> <p>What does it mean to be "American"?</p>	<p>Unit Goals:</p> <p>TG p. 4</p> <ul style="list-style-type: none"> • Evaluate written narratives by analyzing how authors sequence and describe experiences and events. RL.5 • Expand Knowledge and use of academic and thematic vocabulary. RL.4 • Write a nonfiction narrative in which you develop characters or events using effective technique W.2 • Conduct research projects of various lengths to explore a topic and clarify meaning W.7 • Correctly use exposition and dialogue to convey meaning and add variety and interest to your writing and presentations. L.1, L.1.c • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations SL.5 	
Standards Covered					
<p>Reading Literary Text</p> <p>RL.3, RL.10</p>	<p>Reading Informational Text</p> <p>RI.2, RI.3, RI.4, RI.10</p>	<p>Speaking & Listening</p> <p>SL.4, SL.4.b, SL.5</p>	<p>Language</p> <p>L.1.b, L.4.a, L.4.b, L.5, L.5.b</p>	<p>Writing</p> <p>W.2, W.2.b, W.9.7</p>	<p>NOTES:</p>

Making Meaning				Language Development	Effective Expression	
Days 17-18						
Rules of the Game TG p. 62-77 First Read Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection	Close Read TG p. 63: Analyze idioms TG p. 65: Analyze first person point of view TG p. 66: Analyze hyperbole TG p. 68: Analyze situational irony TG p. 70: Analyze Dialect TG p. 72: Analyze conflict	Analyze the Text TG p. 74 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 75 Complex characters Traits Motivations	Concept Vocabulary and Word Study TG p. 74 Deftly Relented Plotted Concessions Connotation and Denotation	Conventions TG p. 76 Participles and Participial Phrases: Present participle Past participle Participial phrase	Speaking and Listening TG p. 76 Scene Present a scene that further develops characters and events
	RL.4, L.5, L.5.a	SL.1, SL.4	RL.3, RL.10	L.4.d, L.5.b	L.1, L.1.b	SL.4.b

Making Meaning				Language Development	Effective Expression	
Days 19-20						
<p>The Writing on the Wall TG p. 78-87</p> <p>First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p>	<p>Close Read TG p. 79: Determine the mode of discourse TG p. 81: Understand Imagery TG p. 82: Infer the author’s attitude</p>	<p>Analyze the Text TG p. 84</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 85</p> <p>Informative Text: Central idea Develops and refines Supporting details</p>	<p>Concept Vocabulary and Word Study TG p. 84</p> <p>Words related to writing or recording:</p> <p>memento composed inscribed</p> <p>Latin Root: -mem-</p>	<p>Author’s Style: TG p. 86 Word Choice</p> <p>Alliteration Assonance Consonance Tone</p>	<p>Research: TG p. 87 Digital presentation</p>
		SL.1, SL.4	RL.10	L4.b	RL.4	W.7, SL.5

Making Meaning				Language Development	Effective Expression	
Days 21-22						
<p>With a Little Help From My Friends: TG p. 88-97</p> <p>First Read Notice: Who the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages you want to revisit Connect: Ideas within the selection to what you already know and what you have already read Respond: Complete Comprehension check and write a brief summary of the selection</p>	<p>Close Read TG p. 89: Infer tone TG p. 91: Understanding memoir</p>	<p>Analyze the Text TG p. 94</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 95 Literary Nonfiction:</p> <p>Autobiographical writing Memoir Social and historical context</p>	<p>Concept Vocabulary and Word Study TG p. 94</p> <p>Words that emphasize travel and communication between people from different places and cultures:</p> <p>proximity correspondents interpreter</p> <p>Latin Prefix: inter-</p>	<p>Author's Style TG p. 96 Humor</p> <p>Figurative language Metaphor Simile</p>	<p>Writing to Sources TG p. 97</p> <p>Essay</p>
		SL.1, SL.5	RI.3, RI.10	L.4.b	L.5.a	W.2, W.2.b

Making Meaning				Language Development	Effective Expression	
Days 23-24						
Immigrant Picnic Morning Talk: TG p. 98-109 First Read Notice: who or what is “speaking” the poem and whether the poem tells a story or describes a single moment. Annotate: Mark vocabulary and key passages you want to revisit Connect: Ideas within the selection to what you already know and what you have already read Respond: Complete Comprehension check	Close Read TG p. 102: Analyze Dialogue TG p. 104: Analyze characters	Analyze the Text TG p. 106 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question SL.1, SL.9.5	Analyze Craft and Structure TG p. 107 Poetic Structures: End-stopped line Run-on, or enjambed, line Stanza RL.5, RL.10	Concept Vocabulary and Word Study TG p. 106 Words that describe ways in which people speak: Chirruped Teased Pipe Multiple Meaning Words RL.4, L.4	Author’s Style TG p. 108 Word Choice Interrogative Imperative Indicative Conditional Subjunctive L.5.a	Speaking and Listening TG p. 109 Panel discussion SL.1.a-d
Small-Group Learning Performance Task: Speaking and Listening Focus						
Days 25-26						
TG p. 110-111 Mode: Produce a Podcast Prompt: How do the realities of immigrants’ experiences reflect or fail to reflect American ideals?				Standards: W.6, SL.4, SL.5, SL.6		

Overview: Independent Learning	
Days 27-28	
<p>TG p. 112-113, 114A-114F, 114-116</p> <p>Select and read a story from selections available online</p> <ul style="list-style-type: none"> • from <i>When I Was Puerto Rican</i> by Esmeralda Santiago • <i>Finding a Voice: A Taiwanese Family Adapts to America</i> by Diane Tsai • <i>The New Colossus</i> by Emma Lazarus • <i>Legal Alien</i> by Pat Mora • <i>Grace Abbott and the Fight for Immigrant Rights in America</i> by BBC 	<p>Standards: RL.10, RI.10</p>
End-of-Unit Performance-Based Assessment	
Days 29-30	
<p>TG p. 117-121</p> <p>Mode: Nonfiction Narrative</p> <p>Writing Prompt: How is an American identity created?</p> <p>Speaking & Listening Outcome: Interpretive Reading</p>	<p>Standards: W.3, W.3.a-e, W.4, W.10, SL.4, SL.6</p>

GRADE 9, UNIT 2 : Survival

INTRODUCTION	Day 1	Unit Video: Amazing Stories of Rescues and Survival in Nepal Discuss It: What are the circumstances for victims and rescuers after an earthquake hits Nepal?	Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Argument Launch Text: The Cost of Survival (Lexile 1070)
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WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2

Anchor Text (Short Story): <i>The Seventh Man</i> by Frances Haruki Murakami Anchor Text (Editorial): <i>The Moral Logic of Survival Guilt</i> by Nancy Sherman Media (Radio Broadcast): <i>The Key to Disaster Survival? Friends and Neighbors</i> by Shankar Vedantam	Performance-Based Assessment Task Mode: Write an argument Prompt: Should the narrator of “The Seventh Man” forgive himself for his failure to save K.? Language Development: Transitions W.1.a–e, W.4, W.5, W.10	Whole-Class Learning Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	Essential Question What does it take to survive?	Unit Goals: TG p. 124 <ul style="list-style-type: none"> • Evaluate written arguments by analyzing how authors state and support their claims. RI.8 • Expand Knowledge and use of academic and thematic vocabulary. RI.4 • Write an Argumentative essay in which you effectively incorporate the key elements of an argument W.1 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 • Demonstrate command of the conventions of standard English grammar and usage of verbs and conjunctions L.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations SL.5
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Standards Covered

Reading Literary Text RL.3, RL.5, RL.10	Reading Informational Text RI.1, RI.2, RI.8, RI.10	Speaking & Listening SL.3, SL.4, SL.4.a	Language L.1.a, L.1.b, L.2, L.2.a, L.2.b, L.4.b, L.4.c, L.5.b, L.6	Writing W.2.a, W.1	NOTES:
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UNIT 2 Whole-Class Learning			GRADE 9		Survival		
Making Meaning			Language Development		Effective Expression		
Days 4-7							
The Seventh Man: TG p. 132-151 First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection	Close Read TG p. 133: Describe where the action takes place TG p. 134: Analyze character TG p. 135: Note 4 vivid details about the storm TG p. 137: Mark the use of dashes TG p. 138: Analyze motivation TG p. 139: Analyze first-person narrative TG p. 140: Infer characters attitude TG p. 141: Mark verbs that reveal time TG p. 142: Analyze epiphany TG p. 143: Mark details that suggest Harshness TG p. 144: Mark words that suggest dramatic motion and stillness RL.3, RL.4, RL.5	Analyze the Text TG p. 146: <input type="checkbox"/> Interpret <input type="checkbox"/> Paraphrase <input type="checkbox"/> Make a judgement <input type="checkbox"/> Evaluate <input type="checkbox"/> Answer Essential Quest	Analyze Craft and Structure TG p. 147 Author's Choices: Order of Events Frame story Third-person narrator First-person narration	Concept Vocabulary and Word Study TG p. 148 Words that help to reveal the emotional state of the seventh man: desperate entranced premonition hallucination profound meditative Latin Suffix: - tion	Conventions TG p. 149 Conventions: Infinitives and Infinitive Phrases Modifier Complement	Writing to Sources TG p. 150 Critical Review	Speaking and Listening TG p. 151 Retelling: Identify Your Character
			RL.5	L.4.b, L.5.b	L.1.b	L.10, L.10.a	SL.4.b

Making Meaning				Language Development		Effective Expression	
Days 8-12							
<p>The Moral Logic of Survival Guilt: TG p. 152-163</p> <p>First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages you want to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p>	<p>Close Read TG p. 153: Mark words that show opposites TG p. 154: Mark passages that show what it means to be a good person TG p. 155: Analyze terminology TG p. 156: Mark sentences author states her own observations</p>	<p>Analyze the Text TG p. 158</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make inferences <input type="checkbox"/> Interpret <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 159</p> <p>Development of Ideas:</p> <p>Claim or central idea</p> <p>Specific details</p>	<p>Concept Vocabulary and Word Study TG p. 160</p> <p>Words that help us describe how people take care of others—or fail to do so:</p> <p>burden culpability conscience empathic entrusted remorse</p> <p>Greek Root: -path-</p>	<p>Conventions TG p. 161</p> <p>Conventions: Punctuations</p> <p>colons (:) semicolons (;) dashes (—)</p>	<p>Writing to Sources: TG p. 162</p> <p>Encyclopedia entry</p>	<p>Speaking and Listening: TG p. 163</p> <p>Pep talk</p>
	RI.4		RI.1, RI.2, RI.8	L.4.b, L.4.c	L.2, L.2.a, L.2.b	W.2.a	SL.4.a

Making Meaning		Language Development		Effective Expression	
Days 13					
<p>The Key to Disaster Survival?: TG p. 164-167</p> <p>First Review LISTEN: Note who is speaking, what they're saying, and how they're saying it. Annotate: By marking key events you want to revisit Connect: Ideas in the timeline to what you already know and what you have read Respond: Complete Comprehension check</p>	<p>Close Review TG p. 165: Analyze Evidence</p>	<p>Analyze the Media TG p. 166</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluate <input type="checkbox"/> Draw conclusion <input type="checkbox"/> Answer the Essential Question 		<p>Writing to Sources TG p. 167 Listener comment</p>	<p>Speaking and Listening TG p. 167 Oral presentation</p>
	L.9–10.6			W.1	SL.3, SL.4.a
Performance Task: Writing Focus					
Days 14-15					
<p>TG p. 168-173 Mode: Write an argument Prompt: Should the narrator of "The Seventh Man" forgive himself for his failure to save K? Language Development: Transitions</p>				<p>Standards: W.1.a–e, W.4, W.5, W.10</p>	

UNIT 2 Small-Group Learning			GRADE 9		Survival
Introduction Day 16					
<p>Narrative Nonfiction: <i>The Voyage of the James Caird from The Endurance</i> by Caroline Alexander</p> <p>Media (Photo Gallery): <i>The Endurance and the James Caird in Images</i> by Frank Hurley</p> <p>Novel Excerpt: <i>from Life of Pi</i> by Yann Martel</p> <p>Argument: <i>The Value of a Sherpa Life</i> by Grayson Schaffer</p> <p>Poetry: <i>I Am Offering This Poem</i> by Jimmy Santiago Baca</p> <p><i>The Writer</i> by Richard Wilbur</p> <p><i>Hugging the Jukebox</i> by Naomi Shihab Nye</p>	<p>Performance-Based Assessment Task Speaking and Listening Focus: Present an Argument Prompt: Prompt: Should people in life-or-death situations be held accountable for their actions? W.1.a–e, W.9, W.10, SL.10.4</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question What does it take to survive?</p>	<p>Unit Goals: TG p. 124</p> <ul style="list-style-type: none"> • Evaluate written arguments by analyzing how authors state and support their claims. RI.8 • Expand Knowledge and use of academic and thematic vocabulary. RI.4 • Write an Argumentative essay in which you effectively incorporate the key elements of an argument W.1 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 • Demonstrate command of the conventions of standard English grammar and usage of verbs and conjunctions L.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations SL.5 	
Standards Covered					
Reading Literary Text	Reading Informational Text RI.2, RI.4, RI.7	Speaking & Listening SL.1, SL.4, SL.5, SL.6	Language L.1, L.4, L.4.a, L.4.b, L.5.c, L.6	Writing W.2, W.4, W.5, W.6, W.10	NOTES:

Making Meaning				Language Development	NOTES:
Days 17-18					
<p>The Voyage of the James Caird TG p. 178-191</p> <p>First Read Notice: The general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Close Read TG p. 179: Analyze description TG p. 180 Examine Character TG p. 181 Analyze conflict TG p. 183: Examine suspense TG p. 184: Understand figurative language TG p. 186: Analyze diction TG p. 187: Infer key ideas TG p. 188: Analyze imagery TG p. 189: Connect to essential question</p>	<p>Analyze the Text TG p. 191</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 192</p> <p>Series of events:</p> <p>Narrative nonfiction Author's Perspective Primary sources</p>	<p>Concept Vocabulary and Word Study TG p. 191</p> <p>Words to describe violent motion:</p> <p>pitched reeling upheaval</p> <p>Multiple Meaning Words</p>	<p>Author's Style TG p. 193</p> <p>Author's Style: Word Choice</p> <p>Participles and participle phrases</p>
	RI.1, RI.3, RI.4	SL.1, SL.4	RI.3, RI.4	L.4	L.1.b

Making Meaning				Effective Expression	NOTES:
Day 19					
<p>The Endurance of the James Caird in Images: TG p. 194-201</p> <p>First Review Look: at each photo and determine whom or what it portrays. Note: elements in each photo that you find interesting and want to revisit. Connect: details in the photos to texts you've read or other images you've seen. Respond: Complete Comprehension check</p>	<p>Close Review TG p. 195: Analyze perspective and angle TG p. 196: Analyze lighting TG p. 197: Analyze composition TG p. 198: Analyze composition</p>	<p>Analyze the Media TG p. 199</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Review and synthesize <input type="checkbox"/> Answer the Essential Question 	<p>Media Vocabulary TG p. 198 Composition Perspective/Angle Lighting and Color</p>	<p>Writing to Compare: TG p. 200-201 Multimedia Presentation:</p> <p>Compare the Texts with Photographs</p>	
	RI.7	SL1, SL.4	L.6	RI.7, SL.5	

Making Meaning				Language Development	Effective Expression	
Days 20-21						
<p>from Life of Pi: TG p. 202-215</p> <p>First Read Notice: whom the story is about, what happens, where and when it happens, and why the main characters react as they do. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Close Read TG p. 203 Analyze tone TG p. 204: Analyze conflict TG p. 206: Analyze figurative language TG p. 208: Analyze character development TG p. 209: Analyze attitude TG p. 210: Analyze character</p>	<p>Analyze the Text TG p. 212</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 213 Complex characters:</p> <p>Dynamic Static Characterization Dialogue Internal monologue</p>	<p>Concept Vocabulary and Word Study TG p. 212 Words for a hostile relationship:</p> <p>irresolvable predatory adversary</p> <p>Latin Suffixes: -ory and -ary</p>	<p>Conventions TG p. 214 Participial versus Absolute Phrases</p>	<p>Writing to Sources: TG p. 215 Argument</p>
		SL.1, SL.4	RL.3	L.4.b, L.6	L.1, L.1.b	W.1, W.9–10.1.a, W.9

Making Meaning				Language Development	Effective Expression
Days 22-23					
<p>The Value of a Sherpa Life: TG p. 202-215</p> <p>First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Close Read TG p. 218 Infer tone</p>	<p>Analyze the Text TG p. 220</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 221 Author’s Claims and Ideas:</p> <p>Argumentative essay Claim</p>	<p>Concept Vocabulary and Word Study TG p. 220 Words that are related to life, death, and the human body:</p> <p>physiology mortality reincarnation</p> <p>Latin root: -mort-</p>	<p>Author’s Style TG p. 222 Use of Rhetoric</p> <p>Rhetorical devices Parallelism Rhetorical Question Charged Language</p>
		<p>RL.1, SL.1, SL.4</p>	<p>RL.5</p>	<p>L.4.b, L.6</p>	<p>Speaking and Listening: TG p. 223</p> <p>Digital Presentation</p> <p style="text-align: right;">SL.5</p>

Making Meaning				Language Development	Effective Expression	
Days 24-25						
<p>I am Offering This Poem The Writer Hugging the Jukebox: TG p. 226-237</p> <p>First Read Notice: who or what is “speaking” the poem and whether the poem tells a story or describes a single moment. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check</p>	<p>Close Read TG p. 226 Interpret images TG p. 227: Analyze figurative language TG p. 228: Examine symbols TG p. 229: Analyze theme TG p. 231: Analyze figurative language</p> <p>RL.2, RL.4</p>	<p>Analyze the Text TG p. 234</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question <p>SL.1, SL.4</p>	<p>Analyze Craft and Structure TG p. 235 Development of Theme: Theme Symbol</p> <p>RL.2</p>	<p>Concept Vocabulary and Word Study TG p. 234 Words are related by their ability to catch the light or shine: treasure iridescent luminous Latin root: -lum-</p> <p>L.4.b, L.6</p>	<p>Author’s Style TG p. 236 Figurative Language: Metaphor Simile</p> <p>RL.4, L.5</p>	<p>Speaking and Listening: TG p. 237 Oral Presentation</p> <p>SL.1.a, SL.1.b, SL.6, L.5.a</p>
Small-Group Learning Performance Task: Speaking and Listening Focus						
Day 26						
<p>TG p. 238-239 Mode: Present an Argument Prompt: Should people in life-or-death situations be held accountable for their actions?</p>				<p>Standards: SL.4, SL.5, SL.6</p>		

Overview: Independent Learning

Day 27

TG p. 240-241, 242A-242F, 242-245

Select and read a story from selections available online

- To Build a Fire by Jack London
- The Most Dangerous Game by Richard Connell
- from Unbroken by Laura Hillenbrand
- Seven Steps to Surviving a Disaster by Jim Y. Kim
- Titanic vs. Lusitania: How People Behave in a Disaster by Jeffrey Kluger
- Survival is Your Own Responsibility by Daryl R. Miller

Standards: RL.10, RI.10

End-of-Unit Performance-Based Assessment

Days 29-30

TG p. 246-249

Mode: Present an argument

Writing Prompt: What type of strength is most valuable in a survival situation?

Speaking and Listening Outcome: Oral Presentation

Standards: W.1.a–e, W.9, W.10, SL.4

GRADE 9, UNIT 3 : The Literature of Civil Rights

INTRODUCTION	Day 1	Unit Video: Civil Rights Movement and Martin Luther King Discuss It: How was Dr. Martin Luther King, Jr., important to the Civil Rights movement?	Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Informative texts Launch Text: 1963: The Year That Changed Everything (Lexile 1030)
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WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2

Anchor Text (Speech): <i>"I Have a dream"</i> by Dr. Martin Luther King, Jr. Anchor Text (Letter): <i>Letter From Birmingham Jail</i> by Dr. Martin Luther King, Jr. Media (Video): <i>Remarks on the Assassination of Martin Luther King, Jr.</i> by Robert F. Kennedy	Performance-Based Assessment Task Mode: Write an informative essay Prompt: How did the selections in this section affect those who first heard them or read them? Language Development: Integrate Different Types of Information W.2.a-f, W.7, W.8, W.10, L.3.a	Whole-Class Learning Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	Essential Question How can words inspire change?	Unit Goals: TG p. 124 <ul style="list-style-type: none"> • Evaluate written arguments by analyzing how authors introduce and develop ideas. RI.8 • Expand Knowledge and use of academic and thematic vocabulary. RI.4 • Write an informative essay in which you effectively incorporate the key elements of an argument W.2 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 • Smoothly integrate information from varied sources to create cohesion. W.8 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations SL.5
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Standards Covered

Reading Literary Text	Reading Informational Text RI.1, RI.3, RI.6, RI.9	Speaking & Listening SL.3, SL.4	Language L.1.a, L.4.b, L.5	Writing W.2, W.2.b, W.4, W.5	NOTES:
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UNIT 3 Whole-Class Learning		GRADE 9		The Literature of Civil Rights		
Making Meaning				Language Development		NOTES:
Days 3-6						
<p><i>I Have a Dream:</i> TG p. 260-269</p> <p>First Read Notice: The general idea of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p>	<p>Close Read TG p. 261: Analyze metaphor TG p. 262: Mark sentences that present two highly contrasting or opposing images or ideas TG p. 264: Mark words and phrases that refer to sound or music</p>	<p>Analyze the Text TG p. 266:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret <input type="checkbox"/> Summarize <input type="checkbox"/> Paraphrase <input type="checkbox"/> Evaluate <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 267 Argument: Persuasive Speech Rhetorical devices Parallelism Repetition Analogy</p>	<p>Concept Vocabulary and Word Study TG p. 268 Words related with overcoming challenges: prosperity hallowed redemptive exalted oppression tribulations Word changes</p>	<p>Conventions TG p. 269 Parallel structure</p>	
	RI.4, L.5		RI.1, RI.6, RI.9	L.4.b	L.1, L.1.a, L.2.c	

Making Meaning		Language Development			Effective Expression
Days 7-10					
<p>Letter from a Birmingham City Jail: TG p. 270-293</p> <p>Close Read TG p. 271: Analyze diction TG p. 272: Mark where King suggests a problem or apologizes TG p. 274: Mark words King repeats TG p. 277: Notice details that show Dr. King is having a conversation with the reader TG p. 278: Notice quotation marks TG p. 280: Analyze motivation TG p. 281: Mark repeated words TG p. 282: Mark where specific readers are mentioned TG p. 284: Mark use of a question in paragraph 42 TG p. 286: Mark King's description of himself</p> <p>L.4</p>	<p>Analyze the Text TG p. 288</p> <ul style="list-style-type: none"> <input type="checkbox"/> Infer <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 289</p> <p>Persuasive Essay</p> <p>antithesis allusion repetition rhetorical question</p>	<p>Concept Vocabulary and Word Study TG p. 290</p> <p>Words related with inaction:</p> <p>complacency idly stagnation languished postpone yearning</p> <p>Latin root: -plac-</p>	<p>Conventions TG p. 291</p> <p>Clauses: Relative clauses Relative pronoun</p>	<p>Writing to Sources TG p. 292-293</p> <p>Compare and contrast essay</p>
<p>First Read Notice: The general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p>		<p>RI.1, RI.3, RI.9</p>	<p>L.4.b, L.5</p>	<p>L.1.b</p>	<p>W.2, W.4, W.5, W.b</p>

Making Meaning		Language Development		Effective Expression	
Days 11-13					
<p><i>Remarks on the Assassination of Martin Luther King, Jr.:</i> TG p. 294-297</p> <p>First Review WATCH: who speaks, what they say, and how they say it. Note: elements you find interesting and want to revisit Connect: ideas in the video to other media you've experienced, texts you've read, or images you've seen. Respond: Complete Comprehension check</p>	<p>Close Review TG p. 295: Analyze diction</p>	<p>Analyze the Media TG p. 296</p> <ul style="list-style-type: none"> <input type="checkbox"/> Infer <input type="checkbox"/> Evaluate <input type="checkbox"/> Answer the Essential Question 	<p>Media Vocabulary TG p. 296</p> <p>oratory delivery gesture cadence</p> <p>L.4</p>	<p>Writing to Sources TG p. 297 Newspaper Report</p> <p>W.2.b, W.2.e</p>	<p>Speaking and Listening TG p. 297 Newscast</p> <p>SL.4, SL.4.a</p>
Performance Task: Writing Focus					
Days 14-15					
<p>TG p. 298-303 Mode: Write an informative essay Prompt: How did the selections in this section affect those who first heard them or read them? Language Development: Integrate Different Types of Information</p>				<p>Standards: W.2.a-f, W.5, W.7, W.8, W.10, L.3.a</p>	

UNIT 3 Small-Group Learning		GRADE 9		The Literature of Civil Rights	
Introduction Day 16					
<p>Media (Newscast): <i>Remembering Civil Rights History, When "Words Meant Everything"</i> PBS Newshour</p> <p>Poetry: <i>For My People</i> by Margaret Walker <i>Incident</i> by Natasha Trethewey</p> <p>Speech: <i>Lessons of Dr. Martin Luther King, Jr.</i> by Cesar Chavez</p> <p>Memoir: <i>Traveling</i> by Grace Paley</p>	<p>Performance-Based Assessment Task Speaking and Listening Focus: Multimedia Presentation Prompt: Why do words and actions in some time periods produce meaningful change—and in others do not? SL.4, SL.5, SL.6</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question How can words inspire change?</p>	<p>Unit Goals: TG p. 124</p> <ul style="list-style-type: none"> • Evaluate written arguments by analyzing how authors introduce and develop ideas. RI.8 • Expand Knowledge and use of academic and thematic vocabulary. RI.4 • Write an informative essay in which you effectively incorporate the key elements of an argument W.2 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 • Smoothly integrate information from varied sources to create cohesion. W.8 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations SL.5 	
Standards Covered					
<p>Reading Literary Text RL.4, RL.5, RL.5.a</p>	<p>Reading Informational Text RI.3, RI.5, RI.9</p>	<p>Speaking & Listening SL.1, SL.2, SL.3, SL.5, SL.6</p>	<p>Language L.2, L.2.a, L.2.b, L.4.b</p>	<p>Writing W.2.c, W.7, W.b</p>	<p>NOTES:</p>

Making Meaning		Effective Expression	NOTES:
Day 16			
<p>Remembering Civil Rights History, When “Words Meant Everything” TG p. 308-311</p> <p>First Review WATCH: who speaks, what they say, and how they say it. Note: elements you find interesting and want to revisit Connect: ideas in the video to other media you’ve experienced, texts you’ve read, or images you’ve seen. Respond: Complete Comprehension check</p>	<p>Close Review TG p. 309: Analyze Sources</p> <p>SL.3</p>	<p>Media Vocabulary TG p. 310</p> <p>point of view primary source eyewitness secondary source</p>	<p>Research TG p. 311 Research: Report Writing: Short Essay</p> <p>W.7</p>

Making Meaning				Language Development	Effective Expression	
Days 18-19						
<p>For My People</p> <p>Incident: TG p. 312-321</p> <p>First Read Notice: General ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check</p>	<p>Close Read TG p. 315: Analyze Alliteration TG p. 316: Analyze Imagery</p> <p>RL.4, RL.5.a</p>	<p>Analyze the Text TG p. 318</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Analyze <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 319 Poetic Structure:</p> <p>Lyric Poem Poetic Forms Pantoum Free verse</p> <p>RL.5</p>	<p>Concept Vocabulary and Word Study TG p. 318 Words that describe people who make mistakes and are confused and frightened:</p> <p>trembling bewildered blundering</p> <p>Latin Root: -trem-</p> <p>L.4.a, L.4.b</p>	<p>Author's Style TG p. 320 Punctuation</p> <p>commas semicolons dashes</p> <p>L.2, L.2.a</p>	<p>Speaking and Listening TG p. 321 Multimedia presentation</p> <p>SL.4.b, SL.5, SL.6</p>

Making Meaning				Language Development	Effective Expression	
Days 20-22						
Lessons of MLK Jr.: TG p. 322-333 First Read Notice: General ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection	Close Read TG p. 323: Analyze parallelism TG p. 325: Identify Purpose TG p. 326: Analyze Analogy TG p. 328: Analyze Intention	Analyze the Text TG p. 330 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Analyze <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 331 Development of Ideas: Cause-and-effect relationships Cause-and-effect chain	Concept Vocabulary and Word Study TG p. 330 Words associated with political action: activist radical advocating Latin Root: -voc-	Author's Style TG p. 332 Cohesion and Clarity Transitions	Research: TG p. 327 Team Report
	RI.4, L.1.a, L.5		RI.3	L.4.a, L.4.b	W.2.c, L.2.a	W.7

Making Meaning				Language Development	Effective Expression	
Days 22-23						
Traveling: TG p. 334-343 First Read Notice: General ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection	Close Read TG p. 335: Analyze memoir TG p. 336: Analyze point of view TG p. 338: Analyze author's purpose RL.6	Analyze the Text TG p. 340 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Analyze <input type="checkbox"/> Answer the Essential Question SL.1, SL.4	Analyze Craft and Structure TG p. 341 Author's Choices: Point of View and Structure RL.3, RL.5	Concept Vocabulary and Word Study TG p. 340 Words that describe the restrictive attitude of the people and the laws of the time: absolute sheer adamant Etymology L.4.b	Author's Style TG p. 342 Punctuation W.2	Speaking and Listening: TG p. 343 Debate SL.1.c
Small-Group Learning Performance Task: Speaking and Listening Focus						
Days 25-26						
TG p. 344-345 Mode: Multimedia Presentation Prompt: Why do words and actions in some time periods produce meaningful change—and in others do not?				Standards: SL.4, SL.5, SL.6		

Overview: Independent Learning

Days 27-28

TG p. 346-347, 348A-348F, 348-350

Select and read a story from selections available online

- Frank McCain dies—Helped Start Sit-In; Movement at Greensboro Lunch Counter by Jeff Tiberi
- How the Children of Birmingham Changed the Civil-Rights Movement by Lottie L. Joiner
- Sheyann Webb from Selma, Lord, Selma as told to Frank Sikora
- The Many Lives of Hazel Bryan by David Margolick
- Fannie Lou Hamer BBC

Standards: RI.10

End-of-Unit Performance-Based Assessment

Days 29-30

TG p. 352-355

Mode: Informative Essay

Writing Prompt: Explain how words have the power to provoke, calm, or inspire.

Speaking and Listening Outcome: Multimedia Presentation

Standards: W.2, W.2.a, W2.b, W.8, W.9, W.10, SL.4, SL.5, SL.6

GRADE 9, UNIT 4 : Star-Crossed Romances

INTRODUCTION	Day 1	Unit Video: A Modern Take on Romeo and Juliet Discuss It: How can a centuries-old love story remain relevant for modern audiences?	Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Argument Launch Text: Romeo and Juliet: A Tragedy? Or Just a Tragic Misunderstanding? (Lexile 950)
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WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2

Anchor Text (Drama): <i>The Tragedy of Romeo and Juliet</i> <i>Act I</i> by Shakespeare Anchor Text (Short Story) <i>Pyramus and Thisbe</i> by Ovid, retold by Edith Hamilton	Performance-Based Assessment Task Mode: Write an Argument Prompt: Which has a greater impact on the characters in these texts: destiny or personal choice? Language Development: Using Quotations W.1.a-e, W.10, L.3.a, RL.1, L.2.b	Whole-Class Learning Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	Essential Question Do we determine our own destinies?	Unit Goals: TG p. 358 <ul style="list-style-type: none"> • Evaluate written arguments by analyzing how authors state and support their claims. RI.8 • Expand Knowledge and use of academic and concept vocabulary RI.4 • Write a work of literary criticism in which you effectively incorporate the key elements of an argument. W.1 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 • Correctly integrate quotations to convey meaning and add variety and interest to your writing and presentations. L.2.b • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations SL.5
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Standards Covered

Reading Literary Text RL.3, RL.5, RL.9	Speaking & Listening SL.4, SL.6	Language L.1.a, L.4.b, L.5.a, L.5.a	Writing W.1, W.2	NOTES:
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UNIT 4 Whole-Class Learning		GRADE 9		Star-Crossed Romances	
Day 3					
Literature and Culture: Historical Context			<ul style="list-style-type: none"> Elizabethan England Theater in Elizabethan England William Shakespeare, Playwright and Poet How to read Shakespeare 		
Making Meaning			Language Development		NOTES:
Days 4-12					
<p>The Tragedy of Romeo and Juliet Act I: TG p. 374-399</p> <p>First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p>	<p>Close Read TG p. 377: Analyze dialogue and stage direction TG p. 379: Analyze character TG p. 381: Analyze simile TG p. 382: Notice words that relate to war TG p. 384: Analyze metaphor TG p. 387: Mark contractions, parenthetical statements TG p. 388: Analyze characterization TG p. 390: Mark lines for character change TG p. 393: Analyze imagery TG p. 394: Analyze poetic structure</p> <p>RL.3, RL.4, RL.5, RL.7, RL.9</p>	<p>Analyze the Text TG p. 397</p> <ul style="list-style-type: none"> Compare and contrast Analyze Connect Answer essential question <p>RL.1</p>	<p>Analyze Craft and Structure TG p. 398 Elements of Drama: Dialogue Stage Directions</p> <p>RL.3, RL.5</p>	<p>Concept Vocabulary and Word Study TG p. 397 Words associated with violation of boundaries, order, authority: heretics transgression mutiny</p> <p>Latin Prefix: -trans</p> <p>L.4.b</p>	<p>Author's Style TG p. 399 Figurative Language Oxymoron</p> <p>L5.a</p>

Making Meaning			Language Development		Effective Expression
Days 4-12					
<p>The Tragedy of Romeo and Juliet Act II: TG p. 400-423</p> <p>First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p>	<p>Close Read TG p. 401: Analyze chorus TG p. 402: Identify iambic Pentameter TG p. 403: Mark words that relate to brightness and light TG p. 405: Identify theme TG p. 407: Mark repeated words and phrases TG p. 409: Mark examples of full rhyme TG p. 411: Analyze aphorism TG p. 413: Identify humor TG p. 415: Analyze character TG p. 417: Mark Juliet’s questions to the nurse TG p. 419: Analyze symbolism</p> <p>RL.3, RL.4, L.5.a</p>	<p>Analyze the Text TG p. 421</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Answer essential question <p>RL.1</p>	<p>Analyze Craft and Structure TG p. 422 Poetic Structure:</p> <p>Blank verse iambic pentameter iamb</p> <p>RL.5</p>	<p>Concept Vocabulary and Word Study TG p. 421 Words related to secrecy:</p> <p>cunning counterfeit confidence</p> <p>Latin Prefix: -counter</p> <p>L.4, L.4.b</p>	<p>Speaking and Listening TG p. 423</p> <p>Dramatic interpretation</p> <p>SL.4.b, SL.5, SL.6</p>

Making Meaning		Language Development		Effective Expression	
Days 4-13					
<p>The Tragedy of Romeo and Juliet Act III: TG p. 424-449</p> <p>First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p>	<p>Close Read TG p. 425: Identify indirect characterization TG p. 426: Identify monologue TG p. 428: Notice examples of jokes TG p. 431: Notice details that describe night TG p. 432: Analyze oxymoron TG p. 435: Analyze dialogue TG p. 437: Analyze personification TG p. 439: Analyze dramatic irony TG p. 441: Analyze dramatic speech – the aside TG p. 442: Notice double meanings and puns TG p. 443: Repetition in dialogue</p> <p>RL.1, RL.4, L.5a</p>	<p>Analyze the Text TG p. 447</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Paraphrase <input type="checkbox"/> Answer the essential question <p>RL.1</p>	<p>Analyze Craft and Structure TG p. 448 Dramatic Speeches:</p> <p>Soliloquy Aside Monologue</p> <p>RL.5</p>	<p>Concept Vocabulary and Word Study TG p. 447 Words related to punishment or forgiveness:</p> <p>exile banishment pardon</p> <p>Latin Prefix: -ex</p> <p>L.4.b</p>	<p>Writing to Sources TG p. 449 Dual Character Study: Foil</p> <p>W.2</p>

Making Meaning			Language Development		Effective Expression
Days 4-12					
<p>The Tragedy of Romeo and Juliet Act IV: TG p. 450-465</p> <p>First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p>	<p>Close Read TG p. 451: Analyze dramatic irony TG p. 452: Mark speeches only one sentence long TG p. 454: Identify suspense TG p. 456: Highlight questions with “if” TG p. 458: Words related to food, joy, and anticipation TG p. 461: Analyze comic relief</p>	<p>Analyze the Text TG p. 463</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze <input type="checkbox"/> Interpret <input type="checkbox"/> Summarize <input type="checkbox"/> Answer essential question 	<p>Analyze Craft and Structure TG p. 464 Dramatic elements</p> <p>Comic relief Pun</p>	<p>Concept Vocabulary and Word Study TG p. 463 Words relate to feelings of sadness:</p> <p>lamentable distressed melancholy</p> <p>Latin Prefix: -stress</p>	<p>Speaking and Listening TG p. 465: Classroom debate</p>
	RL.4, RL.5,L.5	RL.1	RL.5, L.5.a	L.4.b, L.5	SL.1.a-d, SL.4, W.1,

Making Meaning				Language Development		Effective Expression	
Days 4-12							
<p>The Tragedy of Romeo and Juliet Act V: TG p. 466-485</p> <p>First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p>	<p>Close Read TG p. 467: Analyze soliloquy TG p. 469: Look for two words that mean the opposite of their true meaning TG p. 470: Analyze plot TG p. 473: Notice where Romeo talks about death TG p. 474: Analyze dramatic irony TG p. 477: Analyze tragedy</p>	<p>Analyze the Text TG p. 480</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret <input type="checkbox"/> Analyze <input type="checkbox"/> Answer essential question 	<p>Analyze Craft and Structure TG p. 481 Tragedy: Motives Fate Tragic Flaw</p>	<p>Concept Vocabulary and Word Study TG p. 482 Words associated with poverty: desperate meager penury misery Word Families</p>	<p>Conventions TG p. 483 Parallelism</p>	<p>Writing to Sources TG p. 484 Persuasive Letter</p>	<p>Speaking and Listening TG p. 485 Performance review</p>
	RL.3, RL.4	RL.1	RL.3, RL.5	L.5	L.1, L.1.a	W.1	RL.7, SL.4

Making Meaning		Language Development		Effective Expression
Day 13				
Pyramus and Thisbe: TG p. 486-493 First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection	Close Read TG p. 487: Identifying foreshadowing TG p. 488: Mark the spoken dialogue RL.1,RL.7	Analyze the Text TG p. 491 <input type="checkbox"/> Analyze <input type="checkbox"/> Evaluate <input type="checkbox"/> Answer essential question RL.1	Concept Vocabulary and Word Study TG p. 491 Words associated with encounters with risk and secrecy: steal forbidden tryst Multiple-meaning words L.5	Writing to Compare TG p. 492-493 Analytical Essay: Archetype Archetypal themes Universal theme RL9, W.2, W.9a
Performance Task: Writing Focus				
Days 14-15				
TG p. 494-499 Mode: Write an Argument Prompt: Which has a greater impact on the characters in these texts: destiny or personal choice? Language Development: Using Quotations			Standards: W.1.a-e, W.10, L.3.a, RL.1, L.2.b	

UNIT 4 Small-Group Learning		GRADE 9		Star-Crossed Romances	
Introduction Day 16					
<p>Literary Criticism: <i>Romeo and Juliet Is a Terrible Play, and David Leveaux Can't Change That</i> by Alyssa Rosenberg <i>In Defense of Romeo and Juliet: It's Not Childish, It's *About* Childishness</i> by Noah Berlatsky Journalism: <i>Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet</i> by Gordana Sandić-Hadžihasanović Media (Newscast): <i>Tragic Romeo and Juliet Offers Bosnia Hope</i> by Nic Robertson</p>	<p>Performance-Based Assessment Task Mode: Present an Argument Prompt: What is compelling about stories in which people face a tragic destiny? SL.4, SL.5</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question Do we determine our own destinies?</p>	<p>Unit Goals: TG p. 358</p> <ul style="list-style-type: none"> • Evaluate written arguments by analyzing how authors state and support their claims. RI.8 • Expand Knowledge and use of academic and concept vocabulary RI.4 • Write a work of literary criticism in which you effectively incorporate the key elements of an argument. W.1 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 • Correctly integrate quotations to convey meaning and add variety and interest to your writing and presentations. L.2.b • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations SL.5 	
Standards Covered					
<p>Reading Literary Text RL.10</p>	<p>Reading Informational Text RI.2, RI.7, RI.3, RI.8</p>	<p>Speaking & Listening SL.1, SL.4</p>	<p>Language L.1.b, L.4.b, L.5, L.6</p>	<p>Writing W.1, W.2.c</p>	<p>NOTES:</p>

Making Meaning				Language Development	Effective Expression
Days 17-22					
<p>Romeo and Juliet Is a Terrible Play In Defense of Romeo and Juliet TG p. 504-515</p> <p>Close Read TG p. 506: Infer tone TG p. 509: Infer theme</p>	<p>Analyze the Text TG p. 512</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 513 Argumentative Text: Criticism</p>	<p>Concept Vocabulary and Word Study TG p. 512 Words that describe children or childishness: indignation intrigued credulity Latin Root: -cred</p>	<p>Author's Style TG p. 514 Organization Transitions</p>	<p>Writing to Sources TG p. 515 Criticism</p>
<p>First Read Notice: The general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p>		<p>SL.1, SL.4</p>	<p>RI.8, PI.10.a</p>	<p>RI.4, L.4.b</p>	<p>RI.3, W.2.c</p>
					<p>RI.8, W.1.a</p>

Making Meaning				Language Development	Effective Expression
Day 23-24					
<p>Twenty Years On: The Unfinished Lives of Sarajevo's Romeo and Juliet: TG p. 516-523</p> <p>Close Read TG p. 517: Infer flashback TG p. 519: Infer historical context</p>	<p>Analyze the Text TG p. 521</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 522 Journalism</p> <p>Feature articles</p>	<p>Concept Vocabulary and Word Study TG p. 521</p> <p>besieged surrounding intervened</p> <p>Latin prefix: inter-</p>	<p>Conventions TG p. 523 Using Phrases to add Variety</p> <p>Appositive Appositive phrase Absolute phrase</p>	
<p>First Read Notice: The general ideas of the text. What is it about? Who is involved?</p> <p>Annotate: Mark vocabulary and key passages to revisit</p> <p>Connect: Ideas within selection to what you already know and have read</p> <p>Respond: Complete Comprehension check by writing a brief summary of the selection</p>					
		SL.1, S.4	RI.5	L.4.b, L.4.d	L.1.b

Making Meaning			Language Development	Effective Expression
Day 25				
<p>Tragic Romeo and Juliet Offers Bosnia Hope: TG p. 524-529</p> <p>First view Watch: who speaks, what they say, and how they say it. NOTE: elements that you find interesting and want to revisit. Connect: ideas in the video to other media you've experienced, texts you've read, or images you've seen. Respond: Complete Comprehension check</p>	<p>Close Review TG p. 525: Analyze Montage</p>	<p>Analyze the Media TG p. 527</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question <p>SL.1, SL.4</p>	<p>Media Vocabulary TG p. 527</p> <p>Human Interest Story Establishing shot Reporter Stand-Ups Montage</p> <p>L.4</p>	<p>Writing to Compare: TG. P. 528-529 Argument:</p> <p>Compare Forms of Journalism</p> <p>RI.7, W.1</p>
Small-Group Learning Performance Task: Speaking and Listening Focus				
Day 26				
<p>TG p. 531-532 Mode: Present an Argument Prompt: What is compelling about stories in which people face a tragic destiny?</p>			<p>Standards: SL.1, L.4, SL.5, SL.6</p>	

Overview: Independent Learning	
Days 27-28	
TG p. 532-533, 534A-534f, 534-537 Select and read a story from selections available online <ul style="list-style-type: none"> • Popocatepetl and Ixtlaccihuatl by Juliet Piggott Wood • Annabel Lee by Edgar Allan Poe • What’s the Rush?: Young Brains Cause; Doomed Love by Lexi Tucker • from William Shakespeare’s Romeo & Juliet artwork by Eli Neugeboren • If Romeo and Juliet Had Cell Phones by Misty Harris 	Standards: RI.10, RL.10
End-of-Unit Performance-Based Assessment	
Days 29-30	
TG p. 538-541 Mode: Argument Writing Prompt: Should the opinions of others affect our own choices or destinies? Speaking and Listening Outcome: Multimedia Presentation	Standards: W.1.a, W.1.b, W.9, W.10, SL.4, SL.5, SL.6

GRADE 9, UNIT 5 : Journeys of Transformation

INTRODUCTION	Day 1	Unit Video: Misty Copeland’s Hard-Fought Journey to Ballet Stardom Discuss It: What are the challenges that most people face during their journey to adulthood?	Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Explanatory Text Launch Text: Gone and Back Again: A Traveler's Advice (Lexile 830)
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WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2

Literature and Culture: Historical Context Anchor Text (Epic Poem): <i>from the Odyssey</i> , by Homer translated by Robert Fitzgerald Media (Graphic Novel): <i>from The Odyssey: A Graphic Novel</i> by Gareth Hinds Anchor Text (Functional Workplace Document): <i>Application for a Mariner’s License</i> United States Government	Performance-Based Assessment Task Mode: Write an Explanatory Essay Prompt: How are personal strengths and weaknesses magnified during the course of a journey at sea? Language Development: Using a Dictionary and Thesaurus W.2.a-f, W.4, W.4.c, W.10, L.2.c, L.4.c	Whole-Class Learning Strategies: <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas	Essential Question What can we learn from a journey?	Unit Goals TG p. 544 <ul style="list-style-type: none"> Evaluate written explanatory texts by analyzing how authors introduce and develop clear central ideas.RI.2 Expand knowledge and use of academic and concept vocabulary RL.4, RI.4 Write an explanatory essay in which you effectively convey complex ideas, concepts, and information.W.2 Conduct research projects of various lengths to explore a topic and clarify meaning.W.7 Use resources, such as a dictionary or thesaurus, to clarify word meaning and improve your writing and presentations.L.4.c Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 Integrate audio, visuals, and text in presentations SL.5
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Standards Covered

Reading Literary Text RL.3, RL.5, RL.6, RL.7, RL.7, RL.10	Reading Informational Text RI.5.a	Speaking & Listening SL.1, SL.1.a, SL.1.b, SL.3	Language L.4.b, L.5, L.6	Writing W.4	NOTES:
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UNIT 5 Whole-Class Learning		GRADE 9		Journeys of Transformation		
Making Meaning			Language Development		Effective Expression	
Days 3-6						
Historical Context from the Odyssey Part 1: TG p. 552-593	Close Read TG p. 561: Analyze blank verse TG p. 563: Mark words that describe the Cicones TG p. 564: Examine alliteration TG p. 566: Mark verbs Odysseus uses TG p. 568: Identifying similes TG: p. 571: and highlight the details that describe Cyclops’s movements. TG: p. 573: Analyzing Consonance TG: p. 574: Highlight the use of punctuation TG: p. 577: Understanding mood TG: p. 579: Highlight contrasting words TG: p. 580: Analyzing personification TG: p. 582: Highlight the end word of each line TG: p. 585: Highlight details that describe line fishing TG: p. 587: Analyzing suspense TG: p. 588: Understanding foreshadowing	Analyze the Text TG p. 591: <input type="checkbox"/> Analyze <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 592 Oral Tradition: epic epic hero in medias res flashback	Concept Vocabulary and Word Study TG p. 591 Words related to actions during war: plundered dispatched fugitives avenge ventured tactics Word Parts	Speaking and Listening TG p. 593 Conversation	
First Read Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection	RL.4, RL.5	RL.1	RL.3, RL.5, RL.6	L.4.b, L.5, PI.8	SL.1, SL.1.a, SL.1.b	

Making Meaning			Language Development		Effective Expression		
Days 7-9							
<p>from the Odyssey Part 2 TG p. 594-623</p> <p>First Read Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Close Read TG p. 595: Examining Plot TG p. 596: Look for direct quotation TG p. 597: Highlight words that indicate identity TG p. 599: highlight Odysseus’s instructions to Telemachus. TG p. 601: Highlight adjectives and nouns TG p. 603: Analyze character TG p. 604: Highlight noun that appears 3 times and verb 2 times TG p. 606: Highlight words dealing with time or duration TG p. 608: Highlight words that focus on sound TG p. 609: Highlight words that describe the drinking cup TG p. 611: Highlight the first two sentences that begin on line 1484 TG p.613: Analyzing Assonance TG p. 616: Understanding resolution</p> <p>RL.1, RL.3, RL.4</p>	<p>Analyze the Text TG p. 618</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze <input type="checkbox"/> Interpret <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 619 Figurative Language: Simile Epic simile</p> <p>RL.6</p>	<p>Concept Vocabulary and Word Study TG p. 620 Words associated with some form of deceit: dissemble incredulity guise deceived craft bemusing</p> <p>Latin Root: -sim-/-sem-</p> <p>L.4.b</p>	<p>Author’s Style TG p. 621 Word Order Inverted word order</p> <p>L.1, L.3</p>	<p>Writing to Sources TG p. 622 Biography</p> <p>W.4</p>	<p>Speaking and Listening TG p. 623 Debate</p> <p>SL.1, SL.3</p>

Making Meaning		Language Development	Effective Expression
Days 10-12			
<p>from The Odyssey: A Graphic Novel TG p. 624-633</p> <p>Close Read TG p. 627: Analyze color TG p. 629: Analyze contrast</p> <p>First Review Look: at each image and determine whom or what it portrays. Note: elements in each panel that you find interesting and want to revisit. Connect: details in the images to other media you've experienced, texts you've read, or images you've seen. Respond: Complete Comprehension check and writing a brief summary of the selection</p> <p>RL.7</p>	<p>Analyze the Text TG p. 631</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret <input type="checkbox"/> Analyze <input type="checkbox"/> Answer the Essential Question 	<p>Media Vocabulary TG p. 631</p> <p>panel splash tier gutter caption speech bubble</p>	<p>Writing to Compare TG p. 632-633 Write a review</p> <p>RL.7, RL.9, W.1.a, W.5, W.a</p>

Making Meaning		Language Development		Effective Expression	
Day 13					
Application for a Mariner's License TG p. 634-639	Close Review TG p. 636: Analyze an Application	Analyze the Text TG p. 638 <input type="checkbox"/> Infer <input type="checkbox"/> Generalize <input type="checkbox"/> Speculate <input type="checkbox"/> Hypothesize <input type="checkbox"/> Answer the Essential Question	Workplace Vocabulary TG p. 638 applicant information check box privacy statement	Writing to Sources TG p. 639 Job Application	Speaking and Listening TG p. 639 Job Interview
First Read Notice: new information or ideas you learned about the unit topic as you read this text. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check					
			L.6	RI.5	SL.1
Performance Task: Writing Focus					
Days 14-15					
TG p. 640-645 Mode: Write an Explanatory Essay Prompt: How are personal strengths and weaknesses magnified during the course of a journey at sea? Language Development: Using a Dictionary and Thesaurus			Standards: W.2.a-f, W.4, W.4.c, W.5, W.10; L.2.c, L.4.c		

UNIT 5 Small-Group Learning		GRADE 9		Journeys of Transformation	
Introduction Day 16					
<p>Short Story: <i>The Return</i> by Ngugi wa Thiong’o</p> <p>Interview: <i>from The Hero’s Adventure</i> from <i>The Power of Myth</i> by Joseph Campbell and Bill Moyers</p> <p>Poetry: <i>Courage</i> by Anne Sexton</p> <p><i>Ithaka</i> by C. P. Cavafy, translated by Edmund Keeley and Philip Sherrard</p> <p><i>from The Narrow Road of the Interior</i> by Matsuo Bashō, translated by Helen Craig McCullough</p>	<p>Performance-Based Assessment Task</p> <p>Mode: Delivery a Multimedia Presentation</p> <p>Prompt: What different types of journeys are there, and how can they transform someone?</p> <p>SL.4, SL.5, SL.6</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question</p> <p>What can we learn from a journey?</p>	<p>Unit Goals</p> <p>TG p. 544</p> <ul style="list-style-type: none"> • Evaluate written explanatory texts by analyzing how authors introduce and develop clear central ideas.RI.2 • Expand knowledge and use of academic and concept vocabulary RL.4, RI.4 • Write an explanatory essay in which you effectively convey complex ideas, concepts, and information.W.2 • Conduct research projects of various lengths to explore a topic and clarify meaning.W.7 • Use resources, such as a dictionary or thesaurus, to clarify word meaning and improve your writing and presentations.L.4.c • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations SL.5 	
Standards Covered					
<p>Reading Literary Text</p> <p>RL.3, WL.4, RL.5, RL.6, RL.10</p>	<p>Reading Informational Text</p> <p>RI.3, RI.1, SL.4</p>	<p>Speaking & Listening</p> <p>SL.1, SL.4, SL.5, SL.6</p>	<p>Language</p> <p>L.1, L.3, L.4, L.4.b, L.5</p>	<p>Writing</p> <p>W.7, W.9</p>	<p>NOTES:</p>

Making Meaning				Language Development	Effective Expression	
Days 17-19						
<p>The Return TG p. 650-659</p> <p>First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Close Read TG p. 651: Analyzing descriptive language TG p. 653: Understanding flashbacks TG p. 654: Evaluating cultural context</p>	<p>Analyze the Text TG p. 656</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 657 Author’s Choices:</p> <p>Plot Devices Foreshadowing Situational irony</p>	<p>Concept Vocabulary and Word Study TG p. 656 Words that describe the terrain of the land Kamau is from:</p> <p>sprawling serpentine compact</p> <p>Latin Suffix: -ine</p>	<p>Conventions TG p. 658 Active and Passive Voice</p>	<p>Writing to Sources TG p. 659</p> <p>chat board post short essay adaptation proposal</p>
	RL.4, RL.6	RL.1, SL.4	RL.5, RL.6	RL.4, L.4.b, L.5	L.1	W.2

Making Meaning				Language Development	Effective Expression	
Days 20-22						
<p>from The Hero's Journey: TG p. 660-667</p> <p>First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Close Read TG p. 662: Analyze comparisons</p>	<p>Analyze the Text TG p. 664</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer essential question 	<p>Concept Vocabulary and Word Study TG p. 664 Words that have to do with people's minds and behaviors:</p> <p>psyche infantile dependency</p> <p>Etymology: Greek Names</p>	<p>Analyze Craft and Structure TG p. 665: Development of Ideas: Interview</p>	<p>Conventions TG p. 666 Gerunds and Gerund Phrases</p>	<p>Research TG p. 667 Multimedia presentation</p>
	RI.3	RI.1, SL.4	L.4.c, L.5	RI.3	L.1, L.1.b	W.7, W.9

Making Meaning				Language Development	Effective Expression	
Days 23-25						
<p>Courage Ithaka From the Narrow Road of the Interior TG p. 668-681</p> <p>First Read Notice: who or what is “speaking” the poem and whether the poem tells a story or describes a single moment. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check</p>	<p>Close Read TG p. 671: Infer personification TG p. 672: Analyze parallelism TG p. 675: Infer antithesis</p> <p>L.1.a, L.5, L.5.a</p>	<p>Analyze the Text TG p. 678</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question <p>SL.1, SL.4</p>	<p>Analyze Craft and Structure TG p. 679</p> <p>Figurative Language:</p> <p>Simile Metaphor Extended metaphor Sustained metaphor</p> <p>L.5</p>	<p>Concept Vocabulary and Word Study TG p. 678</p> <p>Words that all describe something larger than life:</p> <p>awesome destined eternal</p> <p>Anglo-Saxon Suffix: -some</p> <p>L.4.b</p>	<p>Author’s Style TG p. 680</p> <p>Point of View:</p> <p>First-person</p> <p>Third-person Reflexive pronouns Second-person Direct address</p> <p>RL.4, L.1</p>	<p>Speaking and Listening TG p. 682</p> <p>Group discussion</p> <p>SL.1.a-e</p>
Small-Group Learning Performance Task: Speaking and Listening Focus						
Day 26						
<p>TG p. 682-683</p> <p>Mode: Delivery a Multimedia Presentation</p> <p>Prompt: What different types of journeys are there, and how can they transform someone?</p>				<p>Standards: SL.4, SL.5, SL.6</p>		

Overview: Independent Learning

Days 27-28

TG p. 684-685, 686A-686F, 686-688

Select and read a story from selections available online

- The Road Not Taken by Robert Frost
- Your World by Georgia Douglas Johnson
- The Ugly Duckling by Hans Christian Andersen
- Thirteen Epic Animal Migrations That Prove Just How Cool Mother Nature Is by Brianna Elliott
- from Wild by Cheryl Strayed

Standards: RL.10, RI.10

End-of-Unit Performance-Based Assessment

Days 29-30

TG p. 690-693

Mode: Explanatory Essay

Writing Prompt: When does the journey matter more than the destination?

Speaking and Listening Outcome: Podcast

Standards: W.2, W.5, W.10, SL.3, SL.4.a

GRADE 9, UNIT 6 : World’s End					
INTRODUCTION	Day 1	Unit Video: “Doomsday” Plane Ready for Nuclear Attack Discuss It: Should the government keep a “Doomsday” plane or similar resource in continuous operation?	Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Narrative Launch Text: Dream’s Winter (Lexile 520)		
WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2					
Anchor Text (Short Story): <i>By the Waters of Babylon</i> by Stephen Vincent Benét Anchor Text (Short Story): <i>There Will Come Soft Rains</i> by Ray Bradbury	Performance-Based Assessment Task Mode: Write a Narrative Prompt: After the end of the world, how do we begin again? Language Development: Adverbial Clauses W.3.a–e, W.10, L.1, L.1.b, L.2.c	Whole-Class Learning Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	Essential Question Why do we try to imagine the future?	Unit Goals TG p. 696 <ul style="list-style-type: none"> • Evaluate written narratives by analyzing how authors craft their stories. RL.5 • Expand knowledge and use of academic and concept vocabulary RL.4, RI.4 • Write a narrative to convey an experience or event using effective techniques, well-chosen details, and well-structured sequences. W.3 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 • Use adverbial and other types of clauses to convey precise meaning and add sentence variety to your writing and presentations. L.1.b • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations SL.5 	
Standards Covered					
Reading Literary Text RL.1, RL.4, RL.5, RL.10	Reading Informational Text	Speaking & Listening SL.2, SL.4, SL.5, SL.6	Language L.2, L.4.b, L.6	Writing W.3, W.3.b	NOTES:

UNIT 6 Whole-Class Learning			GRADE 9		World's End		
Making Meaning			Language Development		Effective Expression		
Days 3-6							
<p>By the Waters of Babylon: TG p. 704-721</p> <p>First Read Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Close Read TG p. 705: Highlight the word forbidden TG p. 707: Highlight the repeated words TG p. 708: Highlight words that present contrasting ideas TG p. 709: Highlight the first sentence TG p. 711: Highlight details that describe the dogs TG: p. 712: Analyze rhythm TG: p. 714: Notice use of dashes</p>	<p>Analyze the Text TG p. 716: <input type="checkbox"/> Make inferences <input type="checkbox"/> Interpret <input type="checkbox"/> Summarize <input type="checkbox"/> Analyze <input type="checkbox"/> Answer the Essential Question</p>	<p>Analyze Craft and Structure TG p. 717 Author's Choices: Narrative Elements Narrative point of view Dramatic irony</p>	<p>Concept Vocabulary and Word Study TG p. 718 Words for ritual/ceremony: purified bade stern fasting customs summoned Word Family</p>	<p>Author's Style TG p. 719 Character Development Punctuation Syntax Diction</p>	<p>Writing to Sources TG p. 720 Sequel</p>	<p>Speaking and Listening TG p. 721 Multimedia timeline</p>
	RL.4, RL.5	RL.1	RL.1, RL.5, RL.6	L.4.b, L.5	RL.3, L.2	W.3, W.3.b	SL.2, SL.4, SL.5

Making Meaning				Language Development		Effective Expression	
Days 7-9							
<p>There Will Come Soft Rains TG p. 722-733</p> <p>First Read Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check</p>	<p>Close Read TG p. 723: Notice language that sounds like a nursery rhyme TG p. 724: Highlight words that describe shapes TG p. 726: Infer author's purpose TG p. 728: highlight details that express extreme mental states</p> <p>RL.4</p>	<p>Analyze the Text TG p. 730</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze <input type="checkbox"/> Draw conclusions <input type="checkbox"/> Summarize <input type="checkbox"/> Hypothesize <input type="checkbox"/> Evaluate <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 731 Author's Choices: Setting Personification</p> <p>RL.4, RL.5, L.5</p>	<p>Concept Vocabulary and Word Study TG p. 732 Words related to delicacy, carefulness: chimed attending delicately fluttered manipulated tremulous</p> <p>Latin Root: -man-</p> <p>L.4.b, L.4.b</p>	<p>Author's Style TG p. 733 Parallelism adjectives adverbs adjective phrases verb phrases</p> <p>L.1, L.1.a</p>	<p>Writing to Sources TG p. 734 Short Story</p> <p>W.3, W.3.c</p>	<p>Speaking and Listening TG p. 735 Oral Recitation and Interpretation</p> <p>SL.4.b</p>
Performance Task: Writing Focus							
Days 14-15							
<p>TG p. 736-739 Mode: Write a Narrative Prompt: After the end of the world, how do we begin again? Language Development: Adverbial Clauses</p>					<p>Standards: W.3.a–e, W.10, L.1, L.1.b, L.2.c</p>		

UNIT 6 Small-Group Learning		GRADE 9		Journeys of Transformation	
Introduction Day 16					
<p>Magazine Article: <i>The Nuclear Tourist</i> by George Johnson</p> <p>Poetry: <i>the beginning of the World</i> Lucille Clifton</p> <p><i>A Powwow at the End of the World</i> by Sherman Alexie</p> <p><i>A Song on the End of the World</i> by Czeslaw Milosz</p> <p>Media (Radio Broadcast): <i>from Radiolab: War of the Worlds</i> NPR</p> <p>Magazine Article: <i>The Myth of the War of the Worlds Panic</i> by Jefferson Pooley and Michael Socolow</p>	<p>Performance-Based Assessment Task</p> <p>Mode: Delivery a Multimedia Presentation</p> <p>Prompt: What different types of journeys are there, and how can they transform someone?</p> <p>SL.4, SL.5, SL.6</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question</p> <p>Why do we try to imagine the future?</p>	<p>Unit Goals</p> <p>TG p. 696</p> <ul style="list-style-type: none"> • Evaluate written narratives by analyzing how authors craft their stories. RL.5 • Expand knowledge and use of academic and concept vocabulary RL.4, RI.4 • Write a narrative to convey an experience or event using effective techniques, well-chosen details, and well-structured sequences. W.3 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 • Use adverbial and other types of clauses to convey precise meaning and add sentence variety to your writing and presentations. L.1.b • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations SL.5 	
Standards Covered					
<p>Reading Literary Text</p> <p>RL.1, RL.10</p>	<p>Reading Informational Text</p> <p>RI.1, RI.2, RI.3, RI.6, RI.10</p>	<p>Speaking & Listening</p> <p>SL.1, SL.2, SL.4, SL.5, SL.6</p>	<p>Language</p> <p>L.3, L.4.a-d, L.6</p>	<p>Writing</p> <p>W.7, W.7, W.9</p>	<p>NOTES:</p>

Making Meaning				Effective Expression		
Days 17-19						
<p>The Nuclear Tourist TG p. 746-757</p> <p>First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Close Read TG p. 750: Analyze diction TG p. 752: Infer Author's attitude</p>	<p>Analyze the Text TG p. 754</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 755 Travel Journalism Subjective Account</p>	<p>Concept Vocabulary and Word Study TG p. 754 Words for mysterious things: eerily macabre specter Latin Suffix: -spec</p>	<p>Author's Style TG p. 756 Diction scientific and technical terms</p>	<p>Research Project TG p. 757 Chernobyl Option 1: newspaper reports Option 2: journal entries Option 3: government reports</p>
	RI.6	RI.1, SL.4	RI.1	RI.4, L.4.b, L.5	L.3, L.6	W.7, W.8, W.9

Making Meaning				Language Development	Effective Expression	
Days 20-22						
<p>the beginning of the world A Powwow at the End of the World A Song on the End of the World: TG p. 758-769</p> <p>First Read Notice: who or what is “speaking” the poem and whether the poem tells a story or describes a single moment. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check</p>	<p>Close Read TG p. 763: Analyze parallel structure TG p. 764: Analyze alliteration</p>	<p>Analyze the Text TG p. 766</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer essential question 	<p>Concept Vocabulary and Word Study TG p. 766 Words that can all be used to describe religion: prayerful faithless prophet Anglo-Saxon suffixes: -ful and -less</p>	<p>Analyze Craft and Structure TG p. 767: Theme and Poetic Structure: Theme Poetic Structure Stanza</p>	<p>Author’s Style TG p. 766 Gerunds and Gerund Phrases</p>	<p>Speaking and Listening TG p. 769 Oral Presentation</p>
	L.1.a, L.5	RL.1, SL.4	L.4.b, L.4.c	RL.2	L.1, L.1.b	SL.2, SL.4, W.3

Making Meaning			Language Development	Effective Expression
Days 23-25				
<p>from RadioLab: War of the Worlds TG p. 770-773</p> <p>First Review LISTEN: and note who is speaking, what they're saying, and how they're saying it. Note: elements that you find interesting and want to revisit. Connect: ideas in the audio to other media you've experienced, texts you've read, or images you've seen. Respond: Complete Comprehension check</p>	<p>Close Review TG p. 771: Analyze cultural context</p> <p>L.1.a, L.5, L.5.a</p>	<p>Analyze the Media TG p. 772</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present and discuss <input type="checkbox"/> Review and Synthesize <input type="checkbox"/> Answer the Essential Question <p>SL.1, SL.4</p>	<p>Media Vocabulary TG p. 772</p> <p>archival audio tone understatement banter</p> <p>L.6</p>	<p>Writing to Sources TG p. 773 Broadcast Outline</p> <p>RI.1, RI.2, RI.3</p>

Making Meaning			Language Development	Effective Expression
Days 23-25				
<p>The Myth of the War of the Worlds Panic TG p. 774-777</p> <p>First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check</p>	<p>Close Read TG p. 775: Infer author’s purpose TG p. 776 Analyze evidence</p> <p>RI.1, RI.6</p>	<p>Analyze the Text TG p. 779</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question <p>RI.1, SL.1, SL.4</p>	<p>Concept Vocabulary and Word Study TG p. 779 Words that can all be used to describe the credibility of the events:</p> <p>sensationalized skewed apocryphal</p> <p>Word Families</p> <p>L.4.b</p>	<p>Writing to Compare TG p. 780 Script</p> <p>RI.7, W.1, W.9, W.b SL.4, SL.5, SL.6</p>
Small-Group Learning Performance Task: Speaking and Listening Focus				
Day 26				
<p>TG p. 786-787 Mode: Create a Podcast Prompt: What do stories about the future say about the present?</p>			<p>Standards: SL.4, SL.5, SL.6</p>	

Overview: Independent Learning	
Days 27-28	
<p>TG p. 788-789, 790A-790F, 790-792</p> <p>Select and read a story from selections available online</p> <ul style="list-style-type: none"> • Preparedness 101: Zombie Apocalypse by Ali S. Khan • The Secret Bunker Congress Never Used by NPR • The End of the World Might Just Look Like This by Megan Gambino • Fire and Ice by Robert Frost • Perhaps the World Ends Here by Joy Harjo • A Visit to the Doomsday Vault by 60 Minutes 	<p>Standards: RL.10, RI.10</p>
End-of-Unit Performance-Based Assessment	
Days 29-30	
<p>TG p. 794-797</p> <p>Mode: Narrative</p> <p>Writing Prompt: Which matters more--the present or the future?</p> <p>Speaking and Listening Outcome: Dramatic Reading</p>	<p>Standards: W.3, W.10, SL.5, SL.6</p>