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| Grade 9, Unit 1 | | | | | | | | |
| Whole-Class Learning | | | | | | | | |
| Title and Author | Genre | Analyze Craft and Structure | Concept / Media Vocabulary | | Word Study | Conventions  or Author’s Style | Writing to Sources | Speaking and Listening |
| A Quilt of a Country Anna Quindlen | Essay | Author’s Purpose: Purpose and Rhetoric  Rhetoric  Analogy | Words expressing unity and fragmentation:  disparate discordant pluralistic interwoven diversity coalescing | | Prefixes:  dis- | Author’s Style: Word Choice  Vivid language |  |  |
| Standards |  | RI.9–10.10  RI.9–10.5  RI.9–10.6 |  | | L.9–10.4.b | RI.9-10.4 |  |  |
| The Immigrant Contribution from A Nation of Immigrants John F. Kennedy | Essay | Author’s Purpose: Purpose and Persuasion  Persuasive appeals | Words related to populations and group identities:  descendants stock naturalization minority faction assimilation | | Latin Root -nat- | Conventions: Sentence Structure  Independent,  Dependent,  Subordinate clause |  |  |
| Standards |  | RI.9–10.1  RI.9–10.5  RI.9–10.6 |  | | L.9–10.4.b | L.9–10.1.b |  |  |
| Writing to Compare  (A Quilt of a Country and The Immigrant Contribution) |  |  |  | |  |  | Essay  Diction |  |
| Standards |  |  |  | |  |  | RI.9–10.4  W.9–10.2  W.9–10.9.b |  |
| American History  Judith Ortiz Cofer | Short Story | Narrative Structure  Internal Conflict External Conflict | Words that involve having a fascination with or an attraction to something:  anticipated devoted enthralled elation infatuated impulse | | Cognates | Conventions: Types of Phrases  Preposition Prepositional phrase Object of the preposition  Adjective phrase  Adverb phrase | Alternative Ending | Monologue |
| Standards |  | RL.9–10.10  RL.9–10.3 |  | | L.9–10.4.c  L.9–10.5 | L.9–10.1.b | W.9–10.3  W.9–10.3.e | SL.4.b |
| Performance Task: Writing Focus | | | | | | | | |
| Mode: Nonfiction Narrative Prompt: How does your generation define what it means to be an American today? Language Development: Exposition and Dialogue | | | | Standards: W.9-10.3a-e; W.9-10.10 | | | | |
| Small-Group Learning | | | | | | | | |
| Title and Author | Genre | Prereading Vocabulary Skill | Analyze Craft and Structure / Media | | Concept / Media Vocabulary | Word Study | Conventions or Author’s Style | Writing, Speaking and Listening, or  Research |
| Rules of the Game *from* The Joy Luck Club Amy Tan | Novel Excerpt | Context Clues | Complex Characters:  Traits  Motivations  Characters Advance  Plot  Characters Develop  Theme | | Deftly  Relented Plotted Concessions | Connotation and Denotation | Participles and Participial Phrases:  Present participle  Past participle  Participial phrase | Speaking and Listening:  Scene  Present a scene that further develops characters and events |
| Standards |  | L.9–10.4.a | RL.9–10.3  RL.9-10.10 | |  | L.9–10.4.d  L.9–10.5.b | L.9–10.1  L.9–10.1.b | SL.9–10.4.b |
| The Writing on the Wall  Camille Dungy | Blog Post | Context Clues | Informative Text:  Central idea Develops and refines  Supporting details | | Words related to writing or recording:  memento composed inscribed | Latin Root:  -mem- | Author’s Style: Word Choice  Alliteration  Assonance Consonance  Tone | Research:  Digital presentation |
| Standards |  | L.9-10.4.a | RI.9-10.10 | | RI.9-10.2 | L.9-10.4.b | RL.9-10.4 | W.9-10.7  SL.9-10.5 |
| With a Little Help From My Friends *from* Funny in Farsi  Firoozeh Dumas | Memoir | Base Words | Literary Nonfiction:  Autobiographical writing  Memoir  Social and historical context | | Words that emphasize travel and communication between people from different places and cultures:  proximity correspondents  interpreter | Latin Prefix: inter- | Author’s Style: Humor  Figurative language Metaphor Simile | Writing to Sources: Essay |
| Standards |  | L.9-10.4.a | RI.9-10.3  RI.9-10.10 | |  | L.9-10.4.b | L.9-10.5.a | W.2  W.2b |
| Morning Talk  Roberta Hill  Immigrant Picnic  Gregory Djanikian | Poetry Collection | Context Clues | Poetic Structures:  End-stopped line  Run-on, or enjambed, line  Stanza | | Words that describe ways in which people speak:  Chirruped Teased Pipe | Multiple Meaning Words | Author’s Style: Word Choice | Speaking and Listening:  Panel Discussion |
| Standards |  | L. 9-10.4 | RL.9-10.5  RL.9-10.10 | |  | L.9-10.4 | L.9-10.5.a | SL.1.c  SL.1.d |
| Performance Task: Speaking and Listening Focus | | | | | | | | |
| Mode: Produce a Podcast Prompt: How do the realities of immigrants’ experiences reflect or fail to reflect American ideals? | | | | Standards: SL.9-10.4; SL.9-10.5; SL.9-10.6; W.9-10.6 | | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | | |
| Mode: Nonfiction Narrative Writing Prompt: How is an American identity created? Speaking & Listening Outcome: Interpretive Reading | | | | | Standards: W.9-10.a-e; W.9-10.9; SL. 9-10.4.b | | | |

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| Grade 9, Unit 2 | | | | | | | | |
| Whole-Class Learning | | | | | | | | |
| Title and Author | Genre | Analyze Craft and Structure | Concept / Media Vocabulary | Word Study | | Conventions  or Author’s Style | Writing to Sources | Speaking and Listening |
| The Seventh Man  Haruki Murakami | Short Story | Author’s Choices:  Order of Events  Frame story  Third-person narrator  First-person narration | Words that help to reveal the emotional  state of the seventh man:  desperate entranced premonition hallucination profound meditative | Latin suffix:  –tion | | Conventions: Infinitives and Infinitive Phrases  Modifier  Complement | Critical Review | Retelling:  Identify Your Character |
| Standards |  | RL.9-10.5 |  | L.9-10.4.b  L.9-10.5.b | | L.9-10.1.b | W.9-10.1.a | SL 9-10.4.b |
| The Moral Logic of Survival Guilt  Nancy Sherman | Editorial | Development of Ideas:  Claim or central idea  Specific details | Words that help us describe how people take care of others—or fail to do so:  burden culpability conscience empathic entrusted remorse | Greek Root:  -path- | | Conventions:  Punctuations  colons (:), semicolons (;), and dashes (—) | Encyclopedia Entry | Pep Talk |
| Standards |  | RI.9-10.1  RI.9-10.2  RI.9-10.8 |  | L.9-10.4.b  L.9-10.4.c | | L.9-10.2  L.9-10.2.a  L.9-10.2.b | W.9-10.2.a | SL.9-10.4.a |
| The Key to Disaster Survival? Friends and Neighbors  Shankar Vendatam | Radio Broadcast |  | introduction expert commentator interpreter |  | |  | Listener Comment | Oral presentation |
| Standards |  |  | L.9-10.6 |  | |  | SL.9-10.3 | SL.9-10.4.a |
| Performance Task: Writing Focus | | | | | | | | |
| Mode: Write an argument Prompt: Should the narrator of “The Seventh Man” forgive himself for his failure to save K.?  Language Development: Transitions | | | | | Standards: W.9-10.1.a–e; W.9-10.4; W.9-10.5; W.9-10.10 | | | |
| Small-Group Learning | | | | | | | | |
| Title and Author | Genre | Prereading Vocabulary Skill | Analyze Craft and Structure / Media | Concept / Media Vocabulary | | Word Study | Conventions or Author’s Style | Writing, Speaking and Listening, or  Research |
| The Voyage of the James Caird  Caroline Alexander | Narrative Nonfiction | Context Clues | Series of events:  Narrative nonfiction  Author's Perspective  Primary sources | Words to describe violent motion:  pitched reeling upheaval | | Multiple Meaning Words | Author's Style: Word Choice  Participles and participle phrases |  |
| Standards |  | L.9-10.4.a | RI.9-10.3  RI.9-10.4 |  | | L.9-10.4 | L.9-10.1.b |  |
| The Endurance of the James Caird in Images | Photo Gallery |  |  | Media vocabulary:  Composition Perspective/Angle Lighting and Color | |  |  |  |
| Standards |  | L.9-10.6 | RI.9-10.1  RI.9-10.7 | L.9-10.6 | |  |  |  |
| Writing to Compare (The Voyage of James Caird and The Endurance of the James Caird in Images) |  |  |  |  | |  |  | Multimedia Presentation:  Compare the Texts with Photographs |
| Standards |  |  |  |  | |  |  | RI.9-10.7  SL.9-10.5 |
| *from* Life of Pi  Yann Martel | Novel Excerpt | Base Words | Complex characters:  Dynamic  Static  Characterization  Dialogue  Internal monologue | Words for a hostile relationship:  irresolvable predatory adversary | | Latin suffixes:  -ory and -ary | Conventions: Participial versus Absolute Phrases | Argument |
| Standards |  | L.9-10.4 | RL.9-10.3 |  | | L.9-10.4.b | L.9-10.1  L.9-10.1.b | W.9-10.1  W.9-10.9 |
| The Value of a Sherpa Life  Grayson Schaffer | Argument | Context Clues | Author’s Claims and Ideas:  Argumentative essay  Claim | Words that are related to life, death, and  the human body:  physiology mortality reincarnation | | Latin root:  -mort- | Author’s Style: Use of Rhetoric  Rhetorical devices  Parallelism  Rhetorical Question  Charged Language | Speaking and Listening: Digital Presentation |
| Standards |  | L.9-10.4.a | RI.9-10.5 |  | | L.9-10.4.b | RI.9-10.6 | SL.9-10.5 |
| I am Offering This Poem  Jimmy Santiago Baca  The Writer  Richard Wilbur  Hugging the Jukebox  Naomi Shihab Nye | Poetry Collection | Familiar Word Parts | Development of Theme:  Theme  Symbol | Words are related by their ability to catch the light or shine:  treasure iridescent luminous | | Latin root  -lum- | Author’s Style: Figurative Language:  Metaphor Simile | Speaking and Listening: Oral Presentation |
| Standards |  | L.9-10.4  L.9-10.4.b | RL.9-10.2 |  | | L.9-10.4.b | RL.9-10.4  L.9-10.5 | L.9-10.5.a  SL.9-10.1.a  SL.9-10.6  SL.9-10.1.b |
| Performance Task: Speaking and Listening Focus | | | | | | | | |
| Mode: Present an Argument Prompt: Should people in life-or-death situations be held accountable for their actions? | | | | | Standards: SL.9-10.4; SL.9-10.5 | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | | |
| 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.9-10.1.a–e; W.9-10.9; W.9-10.10; SL.9-10.4 | | | |

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| Grade 9, Unit 3 | | | | | | | | |
| Whole-Class Learning | | | | | | | | |
| Title and Author | Genre | Analyze Craft and Structure / Media | Concept / Media Vocabulary | Word Study | Conventions  or Author’s Style | | Writing to Sources | Speaking and Listening |
| I Have a Dream  Martin Luther King Jr. | Speech | Argument:  Persuasive Speech Rhetorical devices Parallelism Repetition Analogy | Words related with overcoming challenges:  prosperity hallowed redemptive exalted oppression tribulations | Patterns of Word Changes | Conventions: Parallel Structure | |  |  |
| Standards |  | RI.9-10.1  RI.9-10.6  RI.9-10.9 |  | L.9-10.4.b | L.9-10.1  L.9-10.1.a  L.9-10.2.c | |  |  |
| Letter from a Birmingham City Jail  Martin Luther King Jr. | Letter | Persuasive Essay  antithesis allusion repetition rhetorical question | Words related with inaction:  complacency idly stagnation languished postpone yearning | Latin Root -plac- | Conventions:  Clause Relative clauses  Relative pronoun | |  |  |
| Standards |  | RI.9-10.1  RI.9-10.3  RI.9-10.9 |  | L.9-10.4.b  L.9-10.5 | L.9-10.1.b | |  |  |
| Writing to Compare  (I Have a Dream and Letter from a Birmingham City Jail) |  |  |  |  |  | | Compare-and-Contrast Essay |  |
| Standards |  |  |  |  |  | | W.9-10.2  W.9-10.4  W.9-10.9.b |  |
| Remarks on the Assassination of Martin Luther King, Jr.  Robert F. Kennedy | Video |  | Media vocabulary:  oratory delivery gesture cadence |  |  | | Newspaper Report | Speaking and Listening: Newscast |
| Standards |  | SL.9-10.3 |  |  |  | | W.9-10.2.b  W.9-10.2.e | SL.9-10.4  SL.9-10.4.a |
| Performance Task: Writing Focus | | | | | | | | |
| 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 | | | | | | Standards: W.9-10.2.a-f; W.9-10.7; W.9-10.8; W.9-10.10; L.9-10.3.a | | |
| Small-Group Learning | | | | | | | | |
| Title and Author | Genre | Prereading Vocabulary Skill | Analyze Craft and Structure / Media | Concept / Media Vocabulary | Word Study | | Conventions or Author’s Style | Writing, Speaking and Listening, or  Research |
| Remembering Civil Rights History: When Words Meant Everything  PBS Newshour | Newscast |  |  | Media vocabulary:  point of view primary source eyewitness secondary source |  | |  | Research: Report Writing: Short Essay |
| Standards |  |  | SL.9-10.2 |  |  | |  | W.9-10.7 |
| For My People  Margaret Walker  Incident  Natasha Trethewey | Poetry Collection | Context Clues | Poetic Structure:  Lyric Poem  Poetic Forms Pantoum Free verse | Words that describe people who make mistakes and are confused and frightened:  trembling bewildered blundering | Latin Root  -trem- | | Author's Style:  Punctuation  commas semicolons dashes | Speaking and Listening:  Multimedia presentation |
| Standards |  | L.9-10.4.a | RL.9-10.5 |  | L.9-10.4.a  L.9-10.4.b | | L.9-10.2  L.9-10.2.a | SL.9-10.4.b  SL.9-10.5  SL.9-10.6 |
| Lessons of MLK, Jr.  Cesar Chavez | Speech | Context Clues | Development of Ideas:  Cause-and-effect relationships  Cause-and-effect chain | Words associated with political action:  activist radical advocating | Latin root  -voc- | | Author's Style:  Cohesion and Clarity  Transitions | Research:  Team Report |
| Standards |  | L.9-10.4.a | RI.9-10.3 | L.9-10.4.a  L.9-10.4.b | L.9-10.4.b | | W.9-10.2.c  L.9-10.2.a | W.9-10.7 |
| Traveling  Grace Paley | Memoir | Context Clues | Author’s Choices:  Point of View and Structure | Words that describe the restrictive attitude of the people and the laws of the time:  absolute sheer adamant | Etymology | | Author’s style:  Punctuation | Speaking and Listening:  Debate |
| Standards |  | L.9-10.4.a  L.9-10.4.d | RL.9-10.3  RL.9-10.5 |  | L.9-10.4.b | | L.9-10.2 | SL.9-10.1.c |
| Performance Task: Speaking and Listening Focus | | | | | | | | |
| Mode: Multimedia Presentation Prompt: Why do words and actions in some time periods produce meaningful change—and in others do not? | | | | | | Standards: SL.9-10.4; SL.9-10.5; SL.9-10.6 | | |
| End-of-Unit Performance-Based Assessment | | | | | | | | |
| Mode: Informative Essay Writing Prompt: Explain how words have the power to provoke, calm, or inspire. Speaking and Listening Outcome: Multimedia Presentation | | | | | | Standards: W.9-10.2; W.9-10.2.a; W9-10.2.b; W.9-10.8; W.9-10.9; W.9-10.10; SL.9-10.4; SL.9-10.5; SL.9-10.6 | | |

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| Grade 9, Unit 4 | | | | | | | | |
| Whole-Class Learning | | | | | | | | |
| Title and Author | Genre | Analyze Craft and Structure | Concept / Media Vocabulary | | Word Study | Conventions  or Author’s Style | Writing to Sources | Speaking and Listening |
| The Tragedy of Romeo and Juliet Act I  Shakespeare | Drama | Elements of Drama:  Dialogue Stage Directions | Words associated with violation of boundaries, order, authority:  heretics transgression mutiny | | Latin Prefix trans- | Author's Style:  Figurative Language Oxymoron |  |  |
| Standards |  | RL.9-10.3  RL.9-10.5 |  | | L.9-10.4.b | L.9-10.5.a |  |  |
| The Tragedy of Romeo and Juliet Act II  Shakespeare | Drama | Poetic Structure:  Blank verse  Iambic pentameter  Iamb | Words related to secrecy:  cunning counterfeit confidence | | Latin Prefix: counter- |  |  | Dramatic Interpretation |
| Standards |  | RL.9-10.5 |  | | L.4.b |  |  | SL.9-10.4.b  SL.9-10.6 |
| The Tragedy of Romeo and Juliet Act III  Shakespeare | Drama | Dramatic Speeches:  Soliloquy Aside Monologue | Words related to punishment or forgiveness:  exile banishment pardon | | Latin prefix:  ex- |  | Dual Character Study: Foil |  |
| Standards |  | RL.9-10.5 |  | | L.9-10.4.b |  | W.9-10.2 |  |
| The Tragedy of Romeo and Juliet Act IV  Shakespeare | Drama | Dramatic elements | Words relate to feelings of sadness:  lamentable  distressed melancholy | | Latin root  -stress- |  |  | Classroom Debate |
| Standards |  | RL.9-10.5  L.9-10.5.a |  | | L.9-10.4.b L.9-10.5 |  |  | SL.9-10.4  W.9-10.1 |
| The Tragedy of Romeo and Juliet Act V  Shakespeare | Drama | Tragedy:  Motives Fate Tragic Flaw | Words associated with poverty:  desperate meager penury misery | | Word Families | Conventions: Parallelism | Persuasive Letter | Performance Review |
| Standards |  | RL.9-10.3  RL.9-10.5 |  | | L.9-10.5 | L.9-10.1  L.9-10.1.a | W.9-10.1 | SL.9-10.4  RL.9-10.7 |
| Pyramus and Thisbe  Ovid | Short Story |  | Words associated with encounters with risk and secrecy:  steal  forbidden tryst | | Multiple meaning words |  | Analytical Essay:  Archetype  Archetypal themes  Universal theme |  |
| Standards |  |  |  | | L.9-10.5 |  | RL.9-10.9  W.9-10.2  W.9-10.9.a |  |
| Performance Task: Writing Focus | | | | | | | | |
| 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.9-10.1.a-e, W.9-10.10; L.9-10.3.a; RL.9-10.1, L.2.b | | | | |
| Small-Group Learning | | | | | | | | |
| Title and Author | Genre | Prereading Vocabulary Skill | Analyze Craft and Structure / Media | | Concept / Media Vocabulary | Word Study | Conventions or Author’s Style | Writing, Speaking and Listening, or Research |
| Romeo and Juliet is a Terrible Play…  Alyssa Rosenberg  In Defense of Romeo and Juliet: It's Not Childish, It's \*About\* Childishness  Noah Berlatsky | Literary Criticism | Context Clues | Argumentative Text:  Criticism | | Words that describe children or childishness:  indignation intrigued credulity | Latin root:  -cred- | Author's Style: Organization Transitions | Writing: Criticism |
| Standards |  | L.9-10.4a | RI.9-10.8 | |  | L.9-10.4.b | W.9-10.2.c  RI.9-10.3 | RI.9-10.8  W.9-10.1.a |
| Twenty Years On: The Unfinished Lives of Sarajevo’s Romeo and Juliet  Gordana Sandic-Hadzihasanovic | Journalism | Base Words | Journalism Feature articles | | Media vocabulary:  besieged surrounding intervened | Latin prefix:  inter- | Conventions: Using Phrases to Add Variety  Appositive  Appositive phrase  Absolute phrase |  |
| Standards |  | L.9-10.4.b | RI.9-10.5 | |  | L.9-10.4.b  L.9-10.4.d | L.9-10.1.b |  |
| Tragic Romeo and Juliet Offers Bosnia Hope  Nic Robertson | Newscast Video |  | Human Interest Story:  Establishing shot  Reporter Stand-Ups Montage | |  |  | Argument |  |
| Standards |  |  | L.6 | |  |  | W.1  RI.7 |  |
| Writing to Compare  (Twenty Years On ad Tragic Romeo and Juliet) |  |  |  | |  |  | Argument:  Compare Forms of Journalism |  |
| Standards |  |  |  | |  |  | RI.9–10.7  W.9–10.1 |  |
| Performance Task: Speaking and Listening Focus | | | | | | | | |
| Mode: Present an Argument Prompt: What is compelling about stories in which people face a tragic destiny? | | | | Standards: SL.9-10.4; SL.9-10.5 | | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | | |
| Mode: Argument Writing Prompt: Should the opinions of others affect our own choices or destinies? Speaking and Listening Outcome: Multimedia Presentation | | | | Standards: W.9-10.1.a; W.9-10.1.b; W.9-10.9; W.9-10.10; SL.9-10.4; SL.9-10.5; SL.9-10.6 | | | | |

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| Grade 9, Unit 5 | | | | | | | | | |
| Whole-Class Learning | | | | | | | | | |
| Title and Author | Genre | Analyze Craft and Structure / Media | | Concept / Media Vocabulary | | Word Study | Conventions  or Author’s Style | Writing to Sources | Speaking and Listening |
| *from* the Odyssey Part 1  Homer translated by Robert Fitzgerald | Epic Poem | Oral Tradition:  epic epic hero  in medias res  flashback | | Words related to actions during war:  plundered  dispatched  fugitives  avenge  ventured tactics | | Word Parts |  |  | Conversation |
| Standards |  | RL.9-10.3  RL.9-10.5  RL.9-10.6 | |  | | L.9-10.4.b  L.9-10.5 |  |  | SL.9-10.1  SL.9-10.1.a  SL.9-10.1.b |
| *from* the Odyssey Part 2  Homer translated by Robert Fitzgerald | Epic Poem | Figurative Language:  Simile Epic simile | | Words associated with some form of deceit:  dissemble  incredulity guise deceived craft  bemusing | | Latin Root:  -sim-/-sem- | Author’s Style: Word Order  Inverted word order | Biography | Debate |
| Standards |  | RL.9-10.6 | |  | | L.9-10.4.b | L.9-10.1  L.9-10.3 | W.9-10.4 | SL.9-10.1  SL.9-10.3 |
| *from* The Odyssey: A Graphic Novel  Gareth Hinds | Graphic Novel |  | | Media vocabulary:  panel splash tier gutter  caption speech bubble | |  |  |  |  |
| Standards |  |  | | L.9-10.6 | |  |  |  |  |
| Writing to Compare  (The Odyssey Epic Poem and The Odyssey A Graphic Novel) |  |  | |  | |  |  | Write a Review |  |
| Standards |  |  | |  | |  |  | RL.9-10.7  RL.9-10.9  W.9-10.1.a  W.9-10.9.a |  |
| Application for a Mariner's License  US Government | Workplace / Functional Document |  | | Workplace vocabulary:  applicant information check box privacy statement | |  |  | Job Application | Job Interview |
| Standards |  | RI.9-10.5.a  RI.9-10.1 | | L.9-10.6 | |  |  | RI.9-10.5.a |  |
| Performance Task: Writing Focus | | | | | | | | | |
| 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.9-10.2.a-f; W.9-10.4; W.9-10.4.c; W.10; L.9-10.2.c; L.9-10.4.c | | | | |
| Small-Group Learning | | | | | | | | | |
| Title and Author | Genre | | Prereading Vocabulary Skill | Analyze Craft and Structure / Media | | Concept / Media Vocabulary | Word Study | Conventions or Author’s Style | Writing. Speaking and Listening, or Research |
| The Return  Ngugi wa Thiong’o | Short Story | | Base Words | Author’s Choices: Plot Devices  Foreshadowing  Situational irony | | Words that describe the terrain of the land Kamau is from:  sprawling serpentine compact | Latin Suffix:  -ine | Conventions: Active and Passive Voice | Writing:  chat board post  short essay  adaptation proposal |
| Standards |  | | L.9-10.4  L.9-10.4.b | RL.9-10.5  RL.9-10.6 | |  | L.9-10.4.b  L.9-10.5 | L.9-10.1 | W.9-10.2 |
| *from* The Hero’s Journey  Joseph Campbell and Bill Moyers | Interview | | Context Clues | Development of Ideas: Interview | | Words that have to do with people’s minds and behaviors:  psyche infantile dependency | Etymology:  Greek Names | Conventions: Gerunds and Gerund Phrases | Research: Multimedia Presentation |
| Standards |  | | L.9-10.4.a | RI.9-10.3 | |  | L.9-10.4.c  L.9-10.5 | L.9-10.1  L.9-10.1.b | W.9-10.7  W.9-10.9 |
| Poetry: Courage  Anne Sexton  Ithaka  C. P. Cavafy  The Narrow Road to the Interior  Matsuo Bashō | Poetry Collection | | Context Clues | Figurative Language:  Simile  Metaphor Extended metaphor  Sustained metaphor | | Words that all describe something larger than life:  awesome destined eternal | Anglo-Saxon Suffix:  -some | Author's Style:  Point of View:  First-person  Third-person  Reflexive pronouns  Second-person  Direct address | Speaking and Listening: Group discussion:  Nomination  Debate  Radio Broadcast |
| Standards |  | | L.9-10.4.a  L.9-10.4.d | L.9-10.5 | |  | L.9-10.4.b | RL.9-10.4  L.9-10.1 | SL.9-10.1 |
| Performance Task: Speaking and Listening Focus | | | | | | | | | |
| Mode: Delivery a Multimedia Presentation Prompt: What different types of journeys are there, and how can they transform someone? | | | | | Standards: SL.9-10.4; SL.9-10.5; SL.9-10.6 | | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | | | |
| Mode: Explanatory Essay Writing Prompt: When does the journey matter more than the destination? Speaking and Listening Outcome: Podcast | | | | | Standard: W.9-10.2; W.9-10.10; SL.9-10.3; SL.9-10.4.a | | | | |

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| Grade 9, Unit 6 | | | | | | | | |
| Whole-Class Learning | | | | | | | | |
| Title and Author | Genre | Analyze Craft and Structure / Media | Concept / Media Vocabulary | | Word Study | Conventions  or Author’s Style | Writing to Sources | Speaking and Listening |
| By the Waters of Babylon  Stephen Vincent Benét | Short story | Author’s Choices:  Narrative Elements  Narrative point of view  Dramatic irony | Words for ritual/ceremony:  purified bade stern fasting customs summoned | | Word Family | Author's Style: Character Development  Punctuation  Syntax Diction | Sequel | Multimedia Timeline |
| Standards |  | RL.9-10.1  RL.9-10.5  L.9-10.6 | L.9-10.5 | | L.9-10.4.b  L.9-10.5 | RL.9-10.3  L.9-10.2 | W.9-10.3  W.9-10.3.b | SL.9-10.2  SL.9-10.4  SL.9-10.5 |
| There Will Come Soft Rains  Ray Bradbury | Short story | Author’s Choices: Setting Personification | Words related to delicacy, carefulness:  chimed attending delicately fluttered manipulated tremulous | | Latin root:  -man- | Author's Style: Parallelism  adjectives  adverbs adjective phrases verb phrases | Short Story | Oral Recitation and Interpretation |
| Standards |  | RL.9-10.4  RL.9-10.5  L.9-10.5 |  | | L.9-10.4.b  L.9-10.4.d | L.9-10.1  L.9-10.1.a | W.9-10.3  W.9-10.3.d | SL.9-10.4.b |
| Performance Task: Writing Focus | | | | | | | | |
| Mode: Write a Narrative Prompt: After the end of the world, how do we begin again? Language Development: Adverbial Clauses | | | | Standards: W.9-10.3.a–e; W.9-10.10; L.9-10.1; L.9-10.1.b; L.9-10.2.c | | | | |
| Small-Group Learning | | | | | | | | |
| Title | Genre | Prereading Vocabulary Skill | Analyze Craft and Structure / Media | | Concept / Media Vocabulary | Word Study | Conventions or Author’s Style | Writing, Speaking and Listening, or Research |
| The Nuclear Tourist  George Johnson | Magazine Article | Context Clues | Literary Nonfiction Travel Journalism Subjective Account | | Words for mysterious things:  eerily macabre specter | Latin root:  -spec- | Author's Style: Diction  scientific and technical terms | Research Project: Chernobyl  Option 1: newspaper reports  Option 2:  journal entries  Option 3: government reports |
| Standards |  | L.9-10.4.a | RI.9-10.1 | |  | L.9-10.4.b  L.9-10.4.c | L.9-10.3  L.9-10.6 | W.9-10.7  W.9-10.8  W.9-10.9 |
| the beginning of the world  Lucille Clifton  A Powwow at the End of the World  Sherman Alexie  A Song on the End of the World  Czeslaw Milosz | Poetry Collection | Base Words | Theme and Poetic Structure:  Theme  Poetic Structure  Stanza | | Words that can all be used to describe religion:  prayerful faithless prophet | Anglo-Saxon suffixes:  -ful and -less | Author's Style: Use of Language  Sound devices Alliteration  Consonance Assonance | Speaking and Listening:  Oral Presentation |
| Standards |  | L.9-10.4.b | RL.9-10.2 | |  | L.9-10.4.b  L.9-10.4.c | RL.9-10.5 | W.9-10.3  SL.9-10.2  SL.9-10.4 |
| from RadioLab: War of the Worlds  NPR | Radio Broadcast |  |  | | Media vocabulary:  archival audio tone understatement banter |  |  | Writing:  Broadcast Outline |
| Standards |  |  |  | | L.9-10.6 |  |  | RI.9-10.1  RI.9-10.2  RI.9-10.3 |
| The Myth of the *War of the Worlds* Panic  Jefferson Pooley and Michael J. Socolow | Magazine Article | Context Clues |  | | Words that can all be used to describe the credibility of thenevents:  sensationalized skewed apocryphal | Word Families |  |  |
| Standards |  | L.9-10.4.a |  | |  | L.4.b |  |  |
| Writing to Compare  (from RadioLab: War of the Worlds and The Myth of the *War of the Worlds* Panic) |  |  |  | |  |  |  | Script |
| Standards |  |  |  | |  |  |  | RI.9-10.7  W.9-10.1  W.9-10.9  W.9-10.9.b  SL.9-10.4  SL.9-10.5 |
| Performance Task: Speaking and Listening Focus | | | | | | | | |
| Mode: Create a Podcast Prompt: What do stories about the future say about the present? | | | | Standards: SL.9-10.4; SL.9-10.5; SL.9-10.6 | | | | |
| End-of-Unit Performance-Based Assessment | | | | | | | | |
| Mode: Narrative Writing Prompt: Which matters more--the present or the future? Speaking and Listening Outcome: Dramatic Reading | | | | Standards: W.9-10.3; W.9-10.10; SL.9-10.5 | | | | |