|  |
| --- |
| 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 CountryAnna Quindlen | Essay | Author’s Purpose: Purpose and RhetoricRhetoricAnalogy | Words expressing unity and fragmentation:disparatediscordantpluralisticinterwovendiversitycoalescing | Prefixes:dis- | Author’s Style:Word ChoiceVivid language |  |  |
| Standards |  | RI.9–10.10RI.9–10.5RI.9–10.6 |  | L.9–10.4.b | RI.9-10.4 |   |   |
| The Immigrant Contribution from A Nation of ImmigrantsJohn F. Kennedy | Essay | Author’s Purpose:Purpose and PersuasionPersuasive appeals | Words related to populations and group identities:descendantsstocknaturalizationminorityfactionassimilation | Latin Root -nat- | Conventions:Sentence StructureIndependent,Dependent, Subordinate clause |  |  |
| Standards |  | RI.9–10.1RI.9–10.5RI.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) |  |  |  |  |  | EssayDiction |  |
| Standards |  |  |  |  |  | RI.9–10.4W.9–10.2W.9–10.9.b |  |
| American HistoryJudith Ortiz Cofer | Short Story | Narrative StructureInternal ConflictExternal Conflict | Words that involve having a fascination with or an attraction to something:anticipateddevotedenthralledelationinfatuatedimpulse | Cognates | Conventions:Types of PhrasesPreposition Prepositional phraseObject of the prepositionAdjective phraseAdverb phrase | Alternative Ending | Monologue |
| Standards |  | RL.9–10.10RL.9–10.3 |  | L.9–10.4.cL.9–10.5 | L.9–10.1.b | W.9–10.3W.9–10.3.e | SL.4.b |
| Performance Task: Writing Focus |
| Mode: Nonfiction NarrativePrompt: 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 ClubAmy Tan | Novel Excerpt | Context Clues | Complex Characters:TraitsMotivationsCharacters Advance PlotCharacters Develop Theme | DeftlyRelented Plotted Concessions | Connotation and Denotation | Participles and Participial Phrases:Present participlePast participleParticipial phrase | Speaking and Listening:ScenePresent a scene that further develops characters and events |
| Standards |  | L.9–10.4.a | RL.9–10.3RL.9-10.10 |  | L.9–10.4.dL.9–10.5.b | L.9–10.1L.9–10.1.b | SL.9–10.4.b |
| The Writing on the WallCamille Dungy | Blog Post | Context Clues | Informative Text:Central ideaDevelops and refinesSupporting details | Words related to writing or recording:mementocomposedinscribed | Latin Root:-mem- | Author’s Style:Word ChoiceAlliteration AssonanceConsonanceTone | 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.9-10.7SL.9-10.5 |
| With a Little Help From My Friends *from* Funny in FarsiFiroozeh Dumas | Memoir | Base Words | Literary Nonfiction:Autobiographical writingMemoirSocial and historical context | Words that emphasize travel and communication between people from different places and cultures:proximitycorrespondentsinterpreter | Latin Prefix: inter- | Author’s Style:HumorFigurative languageMetaphorSimile | Writing to Sources: Essay |
| Standards |  | L.9-10.4.a | RI.9-10.3RI.9-10.10 |  | L.9-10.4.b | L.9-10.5.a | W.2W.2b |
| Morning TalkRoberta HillImmigrant PicnicGregory Djanikian | Poetry Collection | Context Clues | Poetic Structures:End-stopped lineRun-on, or enjambed, lineStanza | Words that describe ways in which people speak:ChirrupedTeasedPipe  | Multiple Meaning Words | Author’s Style:Word Choice | Speaking and Listening: Panel Discussion |
| Standards |  | L. 9-10.4 | RL.9-10.5RL.9-10.10 |  | L.9-10.4 | L.9-10.5.a | SL.1.cSL.1.d |
| Performance Task: Speaking and Listening Focus |
| Mode: Produce a PodcastPrompt: 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 NarrativeWriting 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 |

|  |
| --- |
| 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 ManHaruki Murakami | Short Story | Author’s Choices: Order of EventsFrame storyThird-person narratorFirst-person narration | Words that help to reveal the emotional state of the seventh man:desperateentrancedpremonitionhallucinationprofoundmeditative | Latin suffix:–tion | Conventions:Infinitives and Infinitive PhrasesModifierComplement | Critical Review | Retelling:Identify Your Character |
| Standards |  | RL.9-10.5 |  | L.9-10.4.bL.9-10.5.b | L.9-10.1.b | W.9-10.1.a | SL 9-10.4.b |
| The Moral Logic of Survival GuiltNancy Sherman | Editorial | Development of Ideas:Claim or central ideaSpecific details | Words that help us describe how people take care of others—or fail to do so:burdenculpabilityconscienceempathicentrustedremorse | Greek Root:-path- | Conventions:Punctuationscolons (:), semicolons (;), and dashes (—) | Encyclopedia Entry | Pep Talk  |
| Standards |  | RI.9-10.1RI.9-10.2RI.9-10.8 |  | L.9-10.4.bL.9-10.4.c | L.9-10.2L.9-10.2.aL.9-10.2.b | W.9-10.2.a | SL.9-10.4.a |
| The Key to Disaster Survival? Friends and NeighborsShankar Vendatam | Radio Broadcast |  | introductionexpert commentatorinterpreter |  |  | 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 argumentPrompt: 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 nonfictionAuthor's PerspectivePrimary sources | Words to describe violent motion:pitchedreelingupheaval | Multiple Meaning Words | Author's Style:Word ChoiceParticiples and participle phrases |  |
| Standards |  | L.9-10.4.a | RI.9-10.3RI.9-10.4 |  | L.9-10.4 | L.9-10.1.b |  |
| The Endurance of the James Caird in Images  | Photo Gallery |  |  | Media vocabulary:CompositionPerspective/AngleLighting and Color |  |  |   |
| Standards |  | L.9-10.6 | RI.9-10.1RI.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.9-10.7SL.9-10.5 |
| *from* Life of PiYann Martel | Novel Excerpt | Base Words | Complex characters:DynamicStaticCharacterizationDialogueInternal monologue | Words for a hostile relationship:irresolvablepredatoryadversary | 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.9-10.1L.9-10.1.b | W.9-10.1W.9-10.9 |
| The Value of a Sherpa LifeGrayson Schaffer | Argument | Context Clues | Author’s Claims and Ideas:Argumentative essayClaim | Words that are related to life, death, andthe human body:physiologymortalityreincarnation | Latin root: -mort- | Author’s Style: Use of RhetoricRhetorical devicesParallelismRhetorical QuestionCharged 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 PoemJimmy Santiago BacaThe Writer Richard WilburHugging the JukeboxNaomi Shihab Nye | Poetry Collection | Familiar Word Parts | Development of Theme: ThemeSymbol | Words are related by their ability to catch the light or shine:treasureiridescentluminous | Latin root-lum- | Author’s Style: Figurative Language:MetaphorSimile | Speaking and Listening:Oral Presentation |
| Standards |  | L.9-10.4L.9-10.4.b | RL.9-10.2 |  | L.9-10.4.b | RL.9-10.4L.9-10.5 | L.9-10.5.aSL.9-10.1.aSL.9-10.6SL.9-10.1.b |
| Performance Task: Speaking and Listening Focus |
| Mode: Present an ArgumentPrompt: 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 argumentWriting 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 |

|  |
| --- |
| 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 SpeechRhetorical devicesParallelismRepetitionAnalogy | Words related with overcoming challenges:prosperityhallowedredemptiveexaltedoppressiontribulations | Patterns of Word Changes  | Conventions:Parallel Structure |  |  |
| Standards |  | RI.9-10.1RI.9-10.6RI.9-10.9 |  | L.9-10.4.b | L.9-10.1L.9-10.1.aL.9-10.2.c |  |  |
| Letter from a Birmingham City Jail Martin Luther King Jr. | Letter | Persuasive Essayantithesis allusionrepetitionrhetorical question | Words related with inaction:complacencyidlystagnationlanguishedpostponeyearning | Latin Root -plac- | Conventions: ClauseRelative clausesRelative pronoun |  |  |
| Standards |  | RI.9-10.1RI.9-10.3RI.9-10.9 |  | L.9-10.4.bL.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.9-10.2W.9-10.4W.9-10.9.b |  |
| Remarks on the Assassination of Martin Luther King, Jr.Robert F. Kennedy | Video |  | Media vocabulary:oratorydeliverygesturecadence |  |  | Newspaper Report | Speaking and Listening: Newscast |
| Standards |  | SL.9-10.3 |  |  |  | W.9-10.2.bW.9-10.2.e | SL.9-10.4SL.9-10.4.a |
| Performance Task: Writing Focus |
| Mode: Write an informative essayPrompt: 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 EverythingPBS Newshour | Newscast |  |  | Media vocabulary: point of viewprimary sourceeyewitnesssecondary source |  |  | Research: ReportWriting: Short Essay |
| Standards |  |  | SL.9-10.2 |  |  |  | W.9-10.7 |
| For My PeopleMargaret WalkerIncidentNatasha Trethewey | Poetry Collection | Context Clues | Poetic Structure:Lyric Poem Poetic FormsPantoumFree verse | Words that describe people who make mistakes and are confused and frightened:tremblingbewilderedblundering  |  Latin Root -trem- | Author's Style: Punctuationcommassemicolonsdashes | Speaking and Listening:Multimedia presentation |
| Standards |  | L.9-10.4.a | RL.9-10.5 |  | L.9-10.4.aL.9-10.4.b | L.9-10.2L.9-10.2.a | SL.9-10.4.bSL.9-10.5SL.9-10.6 |
| Lessons of MLK, Jr.Cesar Chavez | Speech | Context Clues | Development of Ideas:Cause-and-effect relationshipsCause-and-effect chain | Words associated with political action:activistradicaladvocating | Latin root -voc- | Author's Style:Cohesion and ClarityTransitions | Research: Team Report |
| Standards |  | L.9-10.4.a | RI.9-10.3 | L.9-10.4.aL.9-10.4.b | L.9-10.4.b | W.9-10.2.cL.9-10.2.a | W.9-10.7 |
| TravelingGrace 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:absolutesheeradamant | Etymology | Author’s style:Punctuation | Speaking and Listening: Debate  |
| Standards |  | L.9-10.4.aL.9-10.4.d | RL.9-10.3RL.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 PresentationPrompt: 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 EssayWriting 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 |

|  |
| --- |
| 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 JulietAct IShakespeare | Drama | Elements of Drama:DialogueStage Directions | Words associated with violation of boundaries, order, authority:hereticstransgressionmutiny | Latin Prefix trans- | Author's Style: Figurative LanguageOxymoron |  |  |
| Standards |  | RL.9-10.3RL.9-10.5 |  | L.9-10.4.b | L.9-10.5.a |  |  |
| The Tragedy of Romeo and JulietAct IIShakespeare | Drama | Poetic Structure:Blank verseIambic pentameterIamb | Words related to secrecy:cunningcounterfeitconfidence | Latin Prefix: counter- |  |  | Dramatic Interpretation |
| Standards |  | RL.9-10.5 |  | L.4.b |  |  | SL.9-10.4.bSL.9-10.6 |
| The Tragedy of Romeo and JulietAct IIIShakespeare | Drama | Dramatic Speeches:SoliloquyAsideMonologue | Words related to punishment or forgiveness:exilebanishmentpardon | 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 JulietAct IVShakespeare | Drama | Dramatic elements | Words relate to feelings of sadness:lamentable distressedmelancholy | Latin root -stress- |  |  | Classroom Debate |
| Standards |  | RL.9-10.5L.9-10.5.a |  | L.9-10.4.bL.9-10.5 |  |  | SL.9-10.4W.9-10.1 |
| The Tragedy of Romeo and JulietAct VShakespeare | Drama | Tragedy:MotivesFateTragic Flaw | Words associated with poverty:desperatemeagerpenurymisery | Word Families | Conventions: Parallelism | Persuasive Letter | Performance Review |
| Standards |  | RL.9-10.3RL.9-10.5 |  | L.9-10.5 | L.9-10.1L.9-10.1.a | W.9-10.1 | SL.9-10.4RL.9-10.7 |
| Pyramus and Thisbe Ovid | Short Story |  | Words associated with encounters with risk and secrecy:steal forbiddentryst | Multiple meaning words |  | Analytical Essay:ArchetypeArchetypal themesUniversal theme |  |
| Standards |  |  |  | L.9-10.5 |  | RL.9-10.9W.9-10.2W.9-10.9.a |  |
| Performance Task: Writing Focus |
| Mode: Write an ArgumentPrompt: 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, orResearch |
| Romeo and Juliet is a Terrible Play…Alyssa RosenbergIn Defense of Romeo and Juliet: It's Not Childish, It's \*About\* ChildishnessNoah Berlatsky | Literary Criticism | Context Clues | Argumentative Text:Criticism | Words that describe children or childishness:indignationintriguedcredulity | Latin root: -cred- | Author's Style:OrganizationTransitions | Writing:Criticism |
| Standards |  | L.9-10.4a | RI.9-10.8 |  | L.9-10.4.b | W.9-10.2.cRI.9-10.3 | RI.9-10.8W.9-10.1.a |
| Twenty Years On: The Unfinished Lives of Sarajevo’s Romeo and Juliet Gordana Sandic-Hadzihasanovic | Journalism | Base Words | JournalismFeature articles | Media vocabulary: besiegedsurroundingintervened | Latin prefix:inter- | Conventions:Using Phrases to Add VarietyAppositiveAppositive phraseAbsolute phrase |  |
| Standards |  | L.9-10.4.b |  RI.9-10.5 |  | L.9-10.4.bL.9-10.4.d | L.9-10.1.b |  |
| Tragic Romeo and Juliet Offers Bosnia Hope Nic Robertson | Newscast Video |  | Human Interest Story:Establishing shotReporter Stand-UpsMontage |  |  | Argument |   |
| Standards |  |  | L.6 |  |  | W.1RI.7 |   |
| Writing to Compare (Twenty Years On ad Tragic Romeo and Juliet) |  |  |  |  |  | Argument:Compare Forms of Journalism |  |
| Standards |  |  |  |  |  | RI.9–10.7W.9–10.1 |  |
| Performance Task: Speaking and Listening Focus |
| Mode: Present an ArgumentPrompt: 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: ArgumentWriting 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 |

|  |
| --- |
| 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 OdysseyPart 1Homer translated by Robert Fitzgerald | Epic Poem | Oral Tradition:epicepic heroin medias resflashback | Words related to actions during war:plundered dispatched fugitives avenge venturedtactics  | Word Parts |  |  | Conversation |
| Standards |  | RL.9-10.3RL.9-10.5RL.9-10.6 |  | L.9-10.4.bL.9-10.5 |  |  | SL.9-10.1SL.9-10.1.aSL.9-10.1.b |
| *from* the OdysseyPart 2Homer translated by Robert Fitzgerald | Epic Poem | Figurative Language:SimileEpic simile | Words associated with some form of deceit:dissemble incredulityguisedeceivedcraft bemusing | Latin Root:-sim-/-sem- | Author’s Style: Word OrderInverted word order | Biography | Debate |
| Standards |  | RL.9-10.6 |  | L.9-10.4.b | L.9-10.1L.9-10.3 | W.9-10.4 | SL.9-10.1SL.9-10.3 |
| *from* The Odyssey: A Graphic NovelGareth Hinds | Graphic Novel |  | Media vocabulary:panelsplashtiergutter captionspeech bubble |  |  |  |  |
| Standards |  |  | L.9-10.6 |  |  |  |  |
| Writing to Compare (The Odyssey Epic Poem and The Odyssey A Graphic Novel) |  |  |  |  |  | Write a Review |  |
| Standards |  |  |  |  |  | RL.9-10.7RL.9-10.9W.9-10.1.aW.9-10.9.a |  |
| Application for a Mariner's LicenseUS Government | Workplace / Functional Document  |  | Workplace vocabulary:applicant informationcheck boxprivacy statement |  |  | Job Application | Job Interview |
| Standards |  | RI.9-10.5.aRI.9-10.1 | L.9-10.6 |  |  | RI.9-10.5.a |  |
| Performance Task: Writing Focus |
| Mode: Write an Explanatory EssayPrompt: 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, orResearch |
| The ReturnNgugi wa Thiong’o | Short Story | Base Words | Author’s Choices: Plot DevicesForeshadowingSituational irony | Words that describe the terrain of the land Kamau is from:sprawlingserpentinecompact | Latin Suffix: -ine | Conventions: Active and Passive Voice | Writing: chat board postshort essayadaptation proposal |
| Standards |  | L.9-10.4L.9-10.4.b | RL.9-10.5RL.9-10.6 |  | L.9-10.4.bL.9-10.5 | L.9-10.1 | W.9-10.2 |
| *from* The Hero’s JourneyJoseph Campbell and Bill Moyers | Interview | Context Clues | Development of Ideas: Interview | Words that have to do with people’s minds and behaviors:psycheinfantiledependency | 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.cL.9-10.5 | L.9-10.1L.9-10.1.b | W.9-10.7W.9-10.9 |
| Poetry: CourageAnne SextonIthakaC. P. CavafyThe Narrow Road to the InteriorMatsuo Bashō | Poetry Collection | Context Clues | Figurative Language:SimileMetaphorExtended metaphorSustained metaphor | Words that all describe something larger than life:awesomedestinedeternal | Anglo-Saxon Suffix: -some | Author's Style: Point of View:First-personThird-personReflexive pronounsSecond-personDirect address | Speaking and Listening: Group discussion:NominationDebateRadio Broadcast |
| Standards |  | L.9-10.4.aL.9-10.4.d | L.9-10.5 |  | L.9-10.4.b | RL.9-10.4L.9-10.1 | SL.9-10.1 |
| Performance Task: Speaking and Listening Focus |
| Mode: Delivery a Multimedia PresentationPrompt: 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 EssayWriting 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 |

|  |
| --- |
| 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 BabylonStephen Vincent Benét | Short story | Author’s Choices: Narrative ElementsNarrative point of viewDramatic irony | Words for ritual/ceremony:purifiedbadesternfastingcustomssummoned | Word Family | Author's Style: Character DevelopmentPunctuation SyntaxDiction | Sequel | Multimedia Timeline |
| Standards |  | RL.9-10.1RL.9-10.5L.9-10.6 | L.9-10.5 | L.9-10.4.bL.9-10.5 | RL.9-10.3L.9-10.2 | W.9-10.3W.9-10.3.b | SL.9-10.2SL.9-10.4SL.9-10.5 |
| There Will Come Soft RainsRay Bradbury | Short story | Author’s Choices: SettingPersonification | Words related to delicacy, carefulness:chimedattendingdelicatelyflutteredmanipulatedtremulous | Latin root:-man- | Author's Style: Parallelismadjectives adverbsadjective phrasesverb phrases | Short Story | Oral Recitation and Interpretation |
| Standards |  | RL.9-10.4RL.9-10.5L.9-10.5 |  | L.9-10.4.bL.9-10.4.d | L.9-10.1L.9-10.1.a | W.9-10.3W.9-10.3.d | SL.9-10.4.b |
| Performance Task: Writing Focus |
| Mode: Write a NarrativePrompt: 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, orResearch |
| The Nuclear TouristGeorge Johnson | Magazine Article | Context Clues | Literary NonfictionTravel JournalismSubjective Account | Words for mysterious things:eerilymacabrespecter | Latin root:-spec- | Author's Style: Dictionscientific and technical terms | Research Project: ChernobylOption 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.bL.9-10.4.c | L.9-10.3L.9-10.6 | W.9-10.7W.9-10.8W.9-10.9 |
| the beginning of the worldLucille CliftonA Powwow at the End of the WorldSherman AlexieA Song on the End of the WorldCzeslaw Milosz | Poetry Collection | Base Words | Theme and Poetic Structure:ThemePoetic StructureStanza | Words that can all be used to describe religion:prayerfulfaithlessprophet | Anglo-Saxon suffixes:-ful and -less | Author's Style: Use of LanguageSound devicesAlliterationConsonanceAssonance | Speaking and Listening: Oral Presentation |
| Standards |  | L.9-10.4.b | RL.9-10.2 |  | L.9-10.4.bL.9-10.4.c | RL.9-10.5 | W.9-10.3SL.9-10.2SL.9-10.4 |
| from RadioLab: War of the WorldsNPR | Radio Broadcast |  |  | Media vocabulary: archival audiotoneunderstatementbanter |  |  | Writing: Broadcast Outline |
| Standards |  |  |  | L.9-10.6 |  |  | RI.9-10.1RI.9-10.2RI.9-10.3 |
| The Myth of the *War of the Worlds* PanicJefferson Pooley and Michael J. Socolow | Magazine Article | Context Clues |  | Words that can all be used to describe the credibility of thenevents:sensationalizedskewedapocryphal | 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.9-10.7W.9-10.1W.9-10.9W.9-10.9.bSL.9-10.4SL.9-10.5 |
| Performance Task: Speaking and Listening Focus |
| Mode: Create a PodcastPrompt: 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: NarrativeWriting 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 |