**Unit 1: American Voices (Week 1, 7 Weeks)**

**ELA 9,**  
Unit 1:  
American Voices  
**Essential Question:**  
What does it mean to be “American”?  
**Performance Based Assessment**—(TO BE GIVEN AT THE END OF THIS UNIT)  
Nonfiction Narrative and Interpretive Reading  
**PROMPT:** How is an American identity created?  
**Create an interactive notebook to be used for all activities and for the Performance Task at the end of the unit**  
**Unit Introduction** (2 days)  
**Day 1:**  
Quick write on the prompt below- 20 min  
Write a nonfiction narrative on the following topic.  
How is an American identity created?  
Use your own experience or the experience of someone you know to write a story answering this question. Consider geography, social, legal and emotional aspects of this question. What is the connection between a sense of one’s personal identity and one’s national identity?  
**Unit Goals and Academic Vocabulary:** **TE pp 4-9** (L.9-10.5, L.9-10.6)  
- **Discuss it TE p 2** (SL.9-10.1)- Watch video and discuss what it means to be an American- This can be a quick write or a whole class discussion with a graphic organizer.  
- **Academic Vocabulary (5 words): Narrative Writing TE p 5** (L.9-10.6)  

*Optional*  
- **Unit Goals TE p 4** (L.9-10.6)  

**Day 2:**  
**Launch Text (Explanatory Model): Music for my Mother** **TE pp 6-7**  
- **Audio Summary before reading- Online (1 min 36 sec)**  
- **Read Music for my Mother** (online reading 3 min 33 seconds)  
- **QuickWrite TE p 9** (W.9-10.10)
- Evidence Log TE p 9 (resource online)

Optional

- Word Network TE p 7
- Summary TE p 8 (RI.9-10.2)
- Launch Activity TE p 8 (SL.9-10.1c)

**Whole-Class Learning (14 days)**

Optional

- Word Network TE p 7
- Summary TE p 8 (RI.9-10.2)
- Launch Activity TE p 8 (SL.9-10.1c)

Whole-Class Learning (14 days)

*Compare

Day 3 and 4 or Block Day:

- Concept Vocabulary TE p 12 (L.9-10.4d)
- First Read: Nonfiction TE p 12 (RI.9-10.10)
- Essay: *A Quilt of a Country* by Anna Quindlen TE pp 12-21 (audio 8 min)
- Close Read the Text TE p 18 (RI.9-10.5)

Optional

- Comprehension Check TE p 17 (RI.9-10.1, W.9-10.7)

Day 5:

- Analyze the Text- Choose 2 of the questions- TE p 18 (RI.9-10.5, RI.9-10.6)
- Concept Vocabulary and Word Study TE p 20 (L.9-10.4b)
- Evidence Log TE p 21 (W.9-10.5)

Day 6:

- Concept Vocabulary TE p 22 (L.9-10.4d)
- First Read NONFICTION TE p 22 (RI.9-10.10)
- Essay: The Immigrant Contribution from *A Nation of Immigrants* by John F. Kennedy TE p 22-35 (audio 12 min 38 sec)

Optional

- Comprehension Check TE p 29 (RI.9-10.1, W.9-10.7)

Day 7:
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<th>Unit</th>
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<td>• Close Read the Text TE p 30 (RI.9-10.6)</td>
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<td>• Analyze the text TE p 30 (RI.9-10.4)</td>
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<td><strong>Day 8 and 9 or Block Day:</strong></td>
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<td>• Analyze Craft and Structure TE p 31 (RI.9-10.2)</td>
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<td>• Concept Vocabulary TE p 32 (RI.9-10.4)</td>
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<td>• Conventions TE p 33 (L.9-10.1b)</td>
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<td>• Evidence Log TE p 34 (W.9-10.5)</td>
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<td><strong>Day 10:</strong></td>
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<td>• Writing to Compare TE p 35</td>
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<td><strong>Day 11:</strong></td>
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<td>• Concept Vocabulary TE p 36 (L.9-10.4d)</td>
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<td>• First Read NONFICTION NARRATIVE TE p 36 (RI.9-10.10)</td>
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<td>• Short Story: American History by Judith Ortiz Cofer TE p 36-51 (audio 21 min)</td>
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<td>• Comprehension Check TE p 45 (RL.9-10.1)</td>
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<td>• Close Read the Text TE p 46 (RL.9-10.5)</td>
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<td>• Analyze Craft and Structure TE p 47 (W.9-10.9b)</td>
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<td><strong>Day 13 and 14 or Block-</strong></td>
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<td>• Concept Vocabulary TE p 48 (L.9-10.5)</td>
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<td>• Evidence Log TE p 51 (W.9-10.5)</td>
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<td><strong>Begin- Whole Class Learning Performance Task:</strong> Writing Focus—Write a Nonfiction Narrative TE p 52-57</td>
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<td>Drafting TE p 54-55</td>
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<td>Start Write it TE p 55</td>
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**Day 15-**

- **Continue- Whole Class Learning Performance Task:** Writing Focus—Write a Nonfiction Narrative TE p 52-57
  - Write it TE p 55

**Day 16-**

- **Finish- Whole Class Learning Performance Task:** Writing Focus—Write a Nonfiction Narrative TE p 52-57
  - Revising-pick and choose- TE p 56-57

**Small-Group Learning (6 days)**

**Assignment:** Do Americans from different time periods see American identity differently? (W.9-10.3, W.9-10.3a, W.9-10.3b, W.9-10.3d, W-9-10.4)

Everything in the next 6 days will be done in small groups.

**Day 17 and 18 or Block day-**

- Small group set up-TE 60-61. Create groups that can be used for the remainder of the year of can be changed for each unit.
- Concept Vocabulary TE p 62
- Short Story: **Rules of the Game** by Amy Tan TE p 63-73 (audio 26 min 50 sec)
- Begin- Close Read the Text TE p 74

*Optional*

- Comprehension Check TE p 73

**Day 19-**

- Finish- Close Read the Text TE p 74
- Word Study TE p 74

*Optional*
Unit | Text Support | Resources
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- *Conventions TE p 76*

**Day 20-**

- Short Story: *Writing on the Wall* by Camille Dungy TE p 79-83 (audio 9 min 40 sec)
- Close Read the Text TE p 84

*Optional*

- Comprehension TE p 83
- Word Study TE p 84

**Day 21:**

- Short Story: *With a Little Help From My Friends* by Firoozeh Dumas TE p 89-93 (audio 11 min 01 sec)
- Close Read the Text TE p 94
- Evidence Log

**Day 22:**

**Independent Learning** (1 day)

- Show video- Grace Abbott and the Fight for Immigrant Rights in America (online 1 min 6 sec)
- Read one of the four selections- *When I was Puerto Rican, Finding a Voice: A Taiwanese Family Adapts to America, The New Colossus, Legal Alien*
- Complete Close Read TE p 115

**Performance Task** (6 days)
**Day 23 and 24 or BLOCK-**

- Complete Evidence log
- Begin Performance Task: Nonfiction Narrative and Interpretive Reading TE p 117
- Go over Rubric TE p 119
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<td>- Complete Outline or Brainstorming or Graphic Organizer for <strong>Performance Task</strong>: Nonfiction Narrative and Interpretive Reading TE p 117</td>
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<td>Day 25-</td>
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<td>- Begin writing for <strong>Performance Task</strong>: Nonfiction Narrative and Interpretive Reading TE p 117</td>
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<td>Day 26-</td>
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<td>- Continue writing for <strong>Performance Task</strong>: Nonfiction Narrative and Interpretive Reading TE p 117</td>
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<td>Day 27 and 28 or BLOCK-</td>
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<td>- Complete writing for <strong>Performance Task</strong>: Nonfiction Narrative and Interpretive Reading TE p 117</td>
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<td>- Unit Review TE p. 121</td>
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<td>- Speaking and Listening: Interpretive Reading TE p 120</td>
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**Common Assessment #1**  
(Week 6, 1 Week)

**Unit 2: Survival**  
(Week 8, 5 Weeks)  
ELA 9, Unit 2:  
Survival  
The quest for survival is powerful. It is primitive. What determines who lives and who dies?  
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~~~~~~~  
**Essential Question:**  
What does it does it take to survive?
**Performance Based Assessment**—(TO BE GIVEN AT THE END OF THIS UNIT)
Argument: Essay and Oral Presentation

**PROMPT:** Should people in life-or-death situations be held accountable for their actions?

TE pp 245-249 (W.9-10.1, W.9-10.9, SL.9-10.4)

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**Unit Introduction** (2 days)
**Day 1:**
Quick write on the prompt below- 20 min
Should people in life-or-death situations be held accountable for their actions?

Unit Goals and Academic Vocabulary: TE pp. 122-125 (L.9-10.6)

- **Discuss it TE p 122** - Watch video and discuss. This can be a quick write or a whole class discussion with a graphic organizer.

- **Academic Vocabulary (5 words): Argument TE p 125**

**Optional**

- **Unit Goals TE p 124**

**Day 2:**
Launch Text (Explanatory Model): The Cost of Survival TE pp 126-127

- **Audio Summary before reading- Online (55 seconds)**
- **QuickWrite TE p 129**
- **Evidence Log TE p 129 (resource online)**

**Optional**

- **Word Network TE p 127**
- **Summary TE p 128**
- **Launch Activity TE p 128**

**Whole-Class Learning** (8 days)
**Day 3 and 4 or Block Day:**
Short Story: The Seventh Man by Hakuri Murakami TE pp 132-144
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<td>• Concept Vocabulary TE p 132 (L.9-10.4)</td>
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<td>• Close Read the Text TE p 146 (RL.9-10.5)</td>
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<td>• Concept Vocabulary and Word Study TE p 148 (L.9-10.4b)</td>
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<td>• Comprehension Check TE p 145 (RL.9-10.1, W.9-10.7)</td>
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<td>• Speaking and Listening TE p 151 (SL.9-10.4b)</td>
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<td><strong>Day 5:</strong></td>
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<td>Essay: The Moral Logic of Survivor Guilt by Nancy Sherman p 152-157</td>
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<td>• Concept Vocabulary TE p 152 (L.9-10.4a)</td>
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<td>• First Read NONFICTION TE p 152 (RI.9-10.10)</td>
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<td>• Comprehension Check TE p 157 (RI.9-10.1, W.9-10.7)</td>
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<td>• Analyze the text TE p 158 (RI.9-10.2)</td>
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<td>• Close Read the Text TE p 158 (RI.9-10.6)</td>
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<td>• Writing to Sources TE p 162 (W.9-10.2a)</td>
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<td>• Speaking and Listening TE p 163 SL.9-10.4a</td>
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<td><strong>Day 7:</strong></td>
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<td>Podcast: The Key to Disaster Survival? Friends and Neighbors by Shankar Vedantam TE p 164 (Audio Online)</td>
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<td>• Close Review and Analyze the Media TE p 166 (SL.9-10.3, SL.9-10.4a)</td>
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<td>Evidence Log (W.9-10.5)</td>
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*Optional*

- Comprehension Check TE p 166 (RI.9-10.1, RI.9-10.2, W.9-10.7)
- Writing to Sources TE p 167 (W.9-10.3, W.9-10.3e)

**Day 8 and 9 or Block Day:**

- Begin Whole Class Learning Performance Task: Writing Focus—Write an Argument TE pp 168-173
- Pre-Writing TE p 169
- Drafting TE p 170

Assignment: Should the narrator of “The Seventh Man” forgive himself for his failure to save K.? (W.9-10.1a-e, W.9-10.4, W.9-10.5)

**Day 10:**

- Finish Whole Class Learning Performance Task: Writing Focus—Write an Argument TE pp 168-173
- Revision TE p. 172

**Small-Group Learning** (5 days)

**Day 11:**

*Compare*

*Nonfiction: The Voyage of the *James Caird* from *The Endurance* by Caroline Alexander TE pp 178-190

- Concept Vocabulary TE p 178 (RI.9-10.10)
- Close Read the Text TE p 191 (RI.9-10)
- Evidence Log (W.9-10.5)

*Optional*

- Comprehension Check TE p 190 (RI.9-10.1, RI.9-10.2, W.9-10.7)
- Analyze the Text TE p 191 (RI.9-10.3)
- Analyze Craft and Structure TE p 192 (RI.9-10.1)

**Day 12:**

*Media: The *Endurance and the James Caird* in Images* TE pp 194-198
- First Review MEDIA: ART AND PHOTOGRAPHY TE p 194 (RI.9-10.7)
- Close Review and Analyze the Media (question 1 and 3) TE p 199 (RI.9-10.1)

Optional

- Comprehension Check TE p 198 (RI.9-10.1, RI.9-10.2)
- Prepare to Compare TE p 200 (RI.9-10.7)

Day 13 and 14 or Block-
Fiction: from Life of Pi by Yann Martel TE pp 202-210

- Concept Vocabulary TE p 202 (L.9-10.4, L.9-10.4a)
- First Read FICTION TE p 202 (RL.9-10.10)
- Close Read the Text TE p 212 (RL.9-10.1)
- Evidence Log (W.9-10.5)

Optional

- Comprehension Check TE p 211 (RL.9-10.1, RL.9-10.2, W.9-10.7)
- Concept Vocabulary TE p 212 (L.9-10.4b)

Day 15-
Nonfiction: The Value of a Sherpa Life by Grayson Schaffer TE pp 216-219

- Concept Vocabulary TE p 216 (L.9-10.4a)
- First Read NONFICTION TE p 216 (RL.9-10.10)
- Comprehension Check TE p 219 (RI.9-10.1, RI.9-10.2, W.9-10.7)
- Close Read the Text TE p 220 (RI.9-10.1)
- Evidence Log (W.9-10.5)

Optional


- Concept Vocabulary TE p 224 (L.9-10.4, L.9-10.4b)
- Comprehension Check TE p 232-233 (RI.9-10.1, RI.9-10.2, W.9-10.7)
- Close Read the Text TE p 234 (RI.9-10.1)
- Concept Vocabulary TE 234 (L.9-10.4b)
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<td>Instead of creating a multi-media presentation- Assign each group a reading selection, define what strengths are in each reading section, and present to the whole class. <strong>Small Group Learning Performance Task: Speaking and Listening Focus</strong>—Present an Argument TE pp 238-239</td>
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**Independent Learning** (1 day)

**Day 17 -**  
(Students choose one to read online) (RL.9-10.10/RI.9-10.10)

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

- Close-Read Guide TE p 243
- Evidence Log

**Day 18 and 19 or BLOCK day**-  
**Performance Based Assessment** (8 days) TE pp 245-248 (W.9-10.1a-e, W.9-10.9, SL.9-10.4)

- Complete Evidence log
- Begin **Performance Task: Writing to Sources: Argument** TE 246
- Go over Rubric TE p 247
- Complete- Outline or Brainstorming or Graphic Organizer

**Day 20-**  
- Begin writing for **Performance Task: Writing to Sources: Argument**

**Day 21-**
During the civil rights movement, writings and speeches inspired sweeping social change. What gave those words the power to change a nation?

Essential Question:
How can words inspire change?

Performance Based Assessment—(TO BE GIVEN AT THE END OF THIS UNIT)
Informative Essay: Text and Multimedia Presentation

PROMPT: Explain how words have the power to provoke, calm, or inspire

TE pp 352-354 (W.9-10.2, W.9-10.7, W.9-10.8, W.9-10.9, SL.9-10.4, SL.9-10.5, SL.9-10.6)

Create an interactive notebook to be used for all activities and for the Performance Task at the end of the unit

Unit Introduction (2 days)

Quick write on the prompt below- 20 min
Explain how words have the power to provoke, calm, or inspire.
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<td><strong>Day 1:</strong></td>
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<td>* add myPerspectives Plus to a class&lt;br&gt;* assign digital novels to students- student and teacher version&lt;br&gt;🔗 How to add myPerspectives Plus to a class.docx&lt;br&gt;🔗 How to assign novels to students (student version).docx&lt;br&gt;🔗 How to assign novels to students (teacher version).docx&lt;br&gt;🔗 LIT_ANC_RG_JoyLuc.doc&lt;br&gt;🔗 LIT_ANC_RG_TheHungerGames.doc&lt;br&gt;🔗 Call of the Wild, The Reading Guide.doc&lt;br&gt;🔗 LIT_ANC_RG_LordFl.doc&lt;br&gt;🔗 LIT_ANC_RG_ToKill.doc&lt;br&gt;🔗 LIT_ANC_RG_ColorP.doc&lt;br&gt;🔗 LIT_ANC_RG_GoTell.doc&lt;br&gt;🔗 LIT_ANC_RG_Stargirl.doc&lt;br&gt;🔗 LIT_ANC_RG_Antoni.doc&lt;br&gt;🔗 Letter from Birmingham Jail&lt;br&gt;🔗 I have a dream speech&lt;br&gt;🔗 My Antonia audio from youtube&lt;br&gt;🔗 Joy Luck Club audio from youtube, long intro, so start at 1:25&lt;br&gt;🔗 Stargirl audio from youtube&lt;br&gt;🔗 The Call of the Wild audio from youtube&lt;br&gt;🔗 The Hunger Games audio from youtube&lt;br&gt;🔗 The Lord of the FLies audio from youtube</td>
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<td><strong>Day 2:</strong></td>
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<td><strong>Optional</strong>&lt;br&gt;&lt;br&gt;<strong>Unit Goals TE p 252</strong>&lt;br&gt;</td>
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<td>*Essay: “Letter From Birmingham Jail” by Dr. Martin Luther King, Jr. pp 270-286 (9 min 20 sec- abridged) or watch the youtube video (57 min) (see resources)</td>
<td><img src="https://www.youtube.com/watch?v=dQw4w9WgXcQ" alt="To Kill a Mockingbird audio from youtube" /> <img src="https://www.youtube.com/watch?v=dQw4w9WgXcQ" alt="The Color Purple audio from youtube" /></td>
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</table>
|      | • First Read NONFICTION TE p 270 (RI.9-10.10)  
• Begin-Close Read the Text TE p 288 (RI.9-10.3, RI.9-10.9) | |
| Day 6: | | |
|      | • Finish- Close Read the Text TE p 288 (RI.9-10.3, RI.9-10.9)  
• Evidence Log (W.9-10.5) | |
| Optional | | |
|      | • Comprehension Check TE p 287 (RI.9-10.1, W.9-10.7) | |
| Day 7: | Video: Remarks on the Assassination of Martin Luther King, Jr. by Robert F. Kennedy TE p 294-295 (Audio Online) (1 min 15 sec) | |
|      | • Media Vocabulary TE p 294 (L.9-10.6)  
• Writing to Sources TE p 298 (W.9-10.2b, W.9-10.2e)- instead of a news article, have students write a tweet or Facebook post or blog.  
• Evidence Log (W.9-10.5) | |
| Optional | | |
|      | • Comprehension Check TE p 296 (RI.9-10.1) | |
| Day 8 and 9 or Block Day: | | |
|      | • Begin- Whole Class Learning Performance Task: (3 Days) Writing Focus—Write an Informative Essay TE pp 298-303  
• Pre-Writing TE p 299  
• Drafting TE p 300 | |
| Assignment: How did the texts in this section affect those who first heard or read them? (W.9-10.2a-f, W.9-10.4, W.9-10.7, W.9-10.8) | |
Unit  
Text Support  
Resources

- Finish Whole Class Learning Performance Task: Writing Focus—Write an Informative Essay TE pp 298-303
- Revision TE p. 302

Small-Group Learning (5 days)
Day 11:
Video: Remembering Civil Rights History, When “Words Meant Everything” by Jeffrey Brown
TE pp 308-309 (1 min 32 sec)

- Analyze the Media TE p 310 (SL.9-10.1, W.9-10.10)
- Evidence Log (W.9-10.5)

Optional

- Comprehension Check TE p 310 (RI.9-10.1, RI.9-10.2, W.9-10.7)
- Writing to Sources TE p 311 (W.9-10.2)

Day 12 and 13 or BLOCK:
Nonfiction: “Traveling” from Just as I Thought by Grace Paley TE pp 334-338 (10 min 14 sec)

- First Read NONFICTION TE p 334 (RI.9-10.10)
- Close Read the Text TE p 340 (RI.9-10.1)
- Analyze the Text TE p 340 (RI.9-10.3) pick and choose
- Evidence Log (W.9-10.5)

Optional

- Comprehension Check TE p 339 (RI.9-10.1, RI.9-10.2, W.9-10.7)

Day 14:
Poetry: “Incident” by Natasha Trethewey TE pp 312-316 (2 min 30 sec)

- First Read POETRY TE p 312 (RL.9-10.10)
- Close Review TE p 318 (RL.9-10.1, RL.9-10.5)
- Evidence Log (W.9-10.5)

Optional
<table>
<thead>
<tr>
<th>Unit</th>
<th>Text Support</th>
<th>Resources</th>
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<td></td>
<td>• Comprehension Check TE p 317 (RL.9-10.1, RL.9-10.2, W.9-10.7)</td>
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<td><strong>Day 15:</strong></td>
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<td>Small Group Learning <strong>Performance Task:</strong> Speaking and Listening Focus—Multimedia Presentation TE pp 344-345.</td>
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<td>• Have students research <strong>any</strong> protest and create a power point connecting it to ideals discussed in the civil rights movement</td>
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<td><strong>Independent Learning (1 day)</strong></td>
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<td><strong>Day 16:</strong></td>
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<td>Overview: Essential Question TE p 346</td>
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<td>(Students choose <strong>one</strong> to read or watch online) (RL.9-10.10/RI.9-10.10)</td>
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<td>-Newscast: “Frank McCain Dies—Helped Start Sit-In Movement at Greensboro Lunch Counter” by Jeff Tiberi</td>
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<td>-News Article: “How the Children of Birmingham Changed the Civil-Rights Movement&quot; by Lottie L. Joiner</td>
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<td>-Narrative Nonfiction: from Selma, Lord, Selma as told to Frank Sikora by Sheyann Webb</td>
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<td>-Short Story: “One Friday Morning” by Langston Hughes</td>
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<td>-Video: Fannie Lou Hamer BBC</td>
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<td>• Evidence Log</td>
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<td><strong>Day 17 and 18 or BLOCK day—</strong></td>
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<td><strong>Performance Based Assessment (7 days)</strong> TE pp 352-354 (W.9-10.2a-b, W.9-10.7, W.9-10.8, W.9-10.9, SL.9-10.4, SL.9-10.5, SL.9-10.6)</td>
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<td>• Complete Evidence log</td>
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<td>• Begin <strong>Performance Task:</strong> Writing to Sources: Informative Essay TE 352</td>
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<td>• Go over Rubric TE p 352</td>
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<td>• Complete- Outline or Brainstorming or Graphic Organizer</td>
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<td><strong>Day 19—</strong></td>
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<td>• Begin writing for <strong>Performance Task:</strong> Writing to Sources: Informative Essay</td>
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<td><strong>Day 20—</strong></td>
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<td>Unit</td>
<td>Text Support</td>
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- Continue writing for **Performance Task: Writing to Sources: Informative Essay**

**Day 21**-

- Continue writing for **Performance Task: Writing to Sources: Informative Essay**

**Day 22 and 23 or BLOCK**-

- Complete writing for **Performance Task: Writing to Sources: Informative Essay**

**Day 24**-

- Unit Reflection TE p 355

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**Common Assessment #3**

(Week 16, 1 Week)

**Semester 1 Final**

(Week 18, 1 Week)

**Supplemental Instruction**

(Week 19, 1 Week)

<table>
<thead>
<tr>
<th>Review of-</th>
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<tbody>
<tr>
<td>Grammar</td>
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<tr>
<td>Sentence structure</td>
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<td>Writing skills</td>
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<td>Editing</td>
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<td>Writing styles</td>
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<td>Interactive notebooks structure</td>
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<tr>
<td>Unit</td>
<td>Text Support</td>
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| **Unit 4: Tragic Romances**<br>(Week 20, 8 Weeks) | | ![Evidence Log - Whole Class](attachment://Evidence Log - Whole Class)
| ![Evidence Log - Small Group](attachment://Evidence Log - Small Group) |
| **Common Assessment #4**<br>(Week 25, 1 Week) | | |
| **Unit 5: Journeys of Transformation OR Novel**<br>(Week 28, 6 Weeks) | | Novels to choose-
  - *The Fault in Our Stars* by John Green
  - *Jane Eyre* by Charlotte Bronte
  - *Wuthering Heights* by Emily Bronte
  - *Huck Finn* by Mark Twain
  - *Gulliver’s Travels* by Jonathan Swift
  - *The Catcher in the Rye* by JD Salinger
  - *The Road* by Cormac McCarthy
  - *Paradise Lost and Paradise Regained* by John Milton
  - *Fahrenheit 451* by Ray Bradbury-
    - This novel would best coalesce with the themes of the 3 units-
    - The lesson plan and materials for the lessons can be found below in the attachments.
| ![Fahrenheit 451 lesson plan.pptx](attachment://Fahrenheit 451 lesson plan.pptx)
| ![Assessment Chart- Fahrenheit 451.docx](attachment://Assessment Chart- Fahrenheit 451.docx)
| ![Evidence Log- Fahrenheit 451.docx](attachment://Evidence Log- Fahrenheit 451.docx) |
**Common Assessment #5**  
*(Week 31, 1 Week)*

<table>
<thead>
<tr>
<th>Unit 6: Worlds End * (Week 34, 3 Weeks)</th>
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</thead>
<tbody>
<tr>
<td><strong>ELA 9, Unit 6:</strong> World's End</td>
</tr>
<tr>
<td>What draws us to imagine doomsdays scenarios? And why are they so entertaining?</td>
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<tr>
<td>Essential Question:</td>
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<tr>
<td>Why do we try to imagine the future?</td>
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<tr>
<td>Performance Based Assessment—(TO BE GIVEN AT THE END OF THIS UNIT)</td>
</tr>
<tr>
<td>Narrative: Short Story and Dramatic Reading</td>
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</tbody>
</table>

*Create an interactive notebook to be used for all activities and for the Performance Task at the end of the unit*

**Unit Introduction/ Whole-Class Learning/Small Group Learning** *(10 days)*

**LESSON**  
**Week 1 (5 days):**

**Quick write on the prompt below- 20 min**
Which matters more—the present, or the future? Is it more important to live in the moment or to live for the future?
TE pp 794-796 *(W.9-10.3, SL.9-10.5)*

**LESSON**
Short Story: “There Will Come Soft Rains” by Ray Bradbury TE pp 722-728 *(16 min 41 secc)*
Concept Vocabulary TE p 722 *(L.9-10.6)*
First Read TE p 722 *(RL.9-10.10)*
Close Read the Text TE p 730 *(RL.9-10.3)*
Analyze Craft and Structure TE p 619 *(L.9-10.5)*
Concept Vocabulary TE p 732 *(L.9-10.5)*
Writing to Sources TE p 734 *(W.9-10.4)*
Evidence Log (W.9-10.5)-gather evidence that deals with “settings” and “character development (the house)”

**Quick write on the prompt below- 30 min**
At the end of the world, how does the story continue? *(W.9-10.3a-c, L.9-10.1 L.9-10.2c)*

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**Resources**

- Fahrenheit 451 Character doc.docx
- National Geographic- Nuclear Tourist
- 28 images of Chernobyl- before and after
- NPR- War of the Worlds
LESSON
Magazine Article: “The Nuclear Tourist” by George Johnson TE pp 746-752 (17 min 06 sec)
Close Read the Text TE p 754 (RI.9-10.1)
Chernobyl then and now - 28 pictures (see attachments in Rubicon)
Concept Vocabulary TE p 754 (L9-10.6)
Analyze the text TE p
Evidence Log (W.9-10.5) - Gather evidence that deals with “setting”

Week 2 (5 days):
LESSON
Poetry: from “A Song on the End of the World” by Czeslaw Milosz TE pp 758-764 (2 min 50 sec)
Concept Vocabulary TE p 758 (L9-10.4a)
First Read NONFICTION TE p 758 (RL.9-10.10)
Close Read the Text TE p 766 (RI.9-10.1)
Concept Vocabulary TE p 766 (L.9-10.5)
Evidence Log (W.9-10.5)-Gather evidence on "description"
LESSON
Media (Radio Broadcast): from Radiolab: War of the Worlds NPR TE pp 770-771 (audio online) (1 hour 3 min)
Evidence Log (W.9-10.5)- Gather evidence on “Character, Plot, Climax, Resolution”

Optional- Choose any of the following (if time)
LESSON
Media (Documentary): from American Experience: War of the Worlds PBS TE pp 774-775 (video online)
Media Vocabulary TE p 774 (L.9-10.6)
First Review MEDIA: VIDEO TE p 774 (RI.9-10.10)

LESSON
Magazine Article: “The Myth of the War of the Worlds” by Jefferson Pooley and Michael J. Socolow
TE pp 778-781
First Read NONFICTION TE p 778 (RI.9-10.10)
Close Read the Text TE p 783 (RI.9-10.1)

LESSON
Performance Task: Assignment: What do stories about the future say about the present? (SL.9-10.5, SL.9-10.6)
Speaking and Listening Focus—Create a Podcast TE pp 786-787

LESSON
(Students choose one to read online) (RL.9-10.10/RI.9-10.10)
News Article: “The Secret Bunker Congress Never Used” NPR
In this unit you read fictional accounts of the world’s demise. You also read about responses to catastrophic disasters—real and fictional. Each story teaches us something new about the world and about ourselves.

Write a short story in which you develop a theme related to the following question:

Which matters more—the present, or the future?

OR

Is it more important to live in the moment or to live for the future?

First split the class into groups (this can also be done as whole class or partners). Those who think the present (in the moment) is more important and those feel that the future is more important. Then using the Narrative Organizer to brainstorm have each of the groups write a short story based on what they feel is more important. First, introduce a main character and a situation or problem and establish the narrator’s point of view. Then create a sequence of events in which you show how the main character addresses the situation or problem in an innovative way. Be sure that your conclusion provides a logical and meaningful resolution to the conflict. As you write your narrative, use a variety of techniques and descriptive language to depict the setting, events, and characters. Incorporate ideas from the texts in this unit to help develop details in your story.

Optional- (if time)
Unit Reflection TE p 797

Semester 2 Final
(Week 37, 2 Weeks)