English I

UNIT 1: LEADERSHIP

Stage 1: Desired Results

Language Domain

L.SS.9–10.1. Language. System and Structure of Language.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

    A. Use parallel structure.

    B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

    C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

    D. Use a colon to introduce a list or quotation.

    E. Recognize spelling conventions.

L.KL.9–10.2. Language. Knowledge of Language.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

    A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

    B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

    C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Language. Vocabulary Acquisition, Use and Literal Meaning.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

    A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

    B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

    C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

    D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

    E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Language. Vocabulary Acquisition, Use and Interpretative Meaning.9-10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

    A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

    B. Analyze nuances in the meaning of words with similar denotations.

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C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Reading Domain

RL.CR.9–10.1. Reading Literature.Close Reading of Text.9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. Reading Informational Texts.Close Reading of Text.9-10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Reading Literature.Central Ideas and Themes of Texts.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Reading Informational Texts.Central Ideas and Themes of Texts.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Reading Literature.Interactions Among Text Elements.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9–10.3. Reading Informational Texts.Interactions Among Text Elements.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. Reading Literature.Text Structure.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RI.TS.9–10.4. Reading Informational Texts.Text Structure.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RL.PP. 9–10.5. Reading Literature.Perspective and Purpose in Texts.9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RI.PP.9–10.5. Reading Informational Texts.Perspective and Purpose in Texts.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RL.MF.9–10.6. Reading Literature.Diverse Media and Formats.9–10.6. Analyze integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

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RI.MF.9–10.6. Reading Informational Texts.Diverse Media and Formats.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Reading Informational Texts.Analysis of an Argument.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RL.CT.9–10.8. Reading Literature.Comparison of Texts.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CT.9–10.8. Reading Informational.Comparison of Texts.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

Writing Domain

W.IW.9–10.2. Writing.Informative and Explanatory Writing.9-10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

    A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

    B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

    C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

    D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

    E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

    F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.WP.9–10.4. Writing.Writing Process.9-10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Writing.Writing Research.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.9–10.6. Writing.Sources of Evidence.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research

question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. Writing.Range of Writing.9-10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

SL.PE.9–10.1. Speaking and Listening.Participate Effectively.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Speaking and Listening.Integrate Information.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.ES.9–10.3. Speaking and Listening.Evaluate Speakers.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.9–10.4. Speaking and Listening.Present Information.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Speaking and Listening.Use Media.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6. Speaking and Listening.Adapt Speech.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Integration of Climate Change:

RI.CT.9–10.8. Students may analyze scientific and related informational texts for evidence-based explanations for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

W.WR.9–10.5. Students may use relevant scientific and related informational texts to research the local effects of climate change on the local economy.

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SL.UM.9–10.5. Climate Change Example: Students may use multiple forms of digital media to explain why distribution and sustainability of natural resources might be a source of conflict in the United States and in other nations.	

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.6	Identify and explain the consequences of breaking federal and/or state employment or financial laws.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.RM.4	Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.	Different types of insurance have different costs and protections.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.	There are strategies to improve one's professional value and marketability.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.	
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.	
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.	
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).	Media have embedded values and points of view.

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9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).	

Central Idea/Enduring Understanding:	**Essential/Guiding Question:**
Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose. Various types of texts are used to communicate ideas. Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument. Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels. Effective written communication relies on choosing the proper form of writing. Use writing to clearly communicate ideas, incorporating technology when appropriate. Knowledge and ideas are developed through research by using and evaluating multiple sources to gather evidence and relevant information to form a written argument. Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences. Listening skills are critical for learning and communicating. Visual materials enhance understanding.	**What are the responsibilities of power?**

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Speak and present using multimedia formats so others can understand your ideas. Control of mechanics and proper grammar promote effective spoken and written communication.	

Content:
The Lady or the Tiger
First Read
Skill: Story Structure
Skill: Figurative Language
Close Read

The Odyssey (Book XII)
First Read
Skill: Plot
Skill: Character
Close Read

The Odyssey (Graphic Novel)
First Read
Skill: Compare and Contrast
Close Read

"Mandatory Military Service"
First Read
Skill: Arguments/Claims
Skill: Reasons and Evidence
Close Read

Skills (Objectives):
L.1 WALT:
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- use a semicolon with a conjunctive adverb (e.g., however, meanwhile, nonetheless) and a comma to link two or more closely related independent clauses

L.2 WALT:
- apply knowledge of language to comprehend more fully when reading, writing, speaking or listening
- apply knowledge of language to make effective choices for meaning or style
- acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level
- vary word choice and sentence structure to demonstrate an understanding of the influence of language

L.3 WALT:
- use context as a clue to the meaning of a word or phrase
- identify and correctly use patterns of word changes that indicate different meanings or parts of speech
- consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology
- verify the preliminary determination of the meaning of a word or phrase, such as by checking the inferred meaning in context or in a dictionary

- determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies

L.4 WALT:
- analyze the impact of specific word choice on meaning and tone
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- determine figurative, connotative, and technical meaning of words in a text
- interpret figures of speech in context and analyze their role in the text
- analyze nuances in the meanings of words with similar denotations

RI.1 WALT:
- cite strong and thorough textual evidence
- determine where the text leaves the matter being studied uncertain
- interpret and cite a text and make relevant connections for explicit and inferential meaning
- support analysis of what the text says explicitly as well as inferentially

RI.2 WALT:
- analyze how a central idea is developed and refined by specific details
- determine a central idea of a text
- provide an objective summary of the text

RI.3 WALT:
- analyze how the author unfolds an analysis or series of ideas or events
- analyze how the points are introduced and developed
- analyze the connections that are drawn between events or ideas
- analyze the order in which the points are made
- authors make decisions regarding the organization, presentation, and connections of ideas and events

RI.4 WALT:
- analyze how an author's ideas or claims are developed or refined in particular sentences, paragraphs or larger portions of text
- authors develop particular sentences, paragraphs and larger portions of the text to refine their ideas or claims

RI.5 WALT:
- an author's use of rhetorical devices can advance their point of view or purpose

RI.6 WALT:
- analyze various perspectives as presented in different mediums.

RI.7 WALT:
- arguments and specific claims in texts can use false statements and reasoning
- arguments and specific claims in texts can use reasoning that is valid, relevant and sufficient

RI.8 WALT:
- analyze documents of historical and literary significance, including how they relate in terms of themes and significant concepts
- certain historical and literary documents are significant for their themes, purposes, and rhetorical features

RL.1 WALT:
- cite strong and thorough textual evidence
- determine where the text leaves matters uncertain
- make relevant connections to support analysis
- relevant connections must be made between text support and inferences
- support analysis of what the text says explicitly as well as inferentially
- text support and inferences need to be thoroughly explained to strengthen the inference
- there can be uncertainty in texts

RL.2 WALT:
- analyze how theme develops using specific details from the text
- determine a theme or central idea of a text
- every text has a central idea and related theme
- provide an objective summary of the text

RL.3 WALT:

- analyze how complex characters advance the plot or develop the theme
- analyze how complex characters develop over the text
- analyze how complex characters interact with other characters
- character interactions should be analyzed to determine the theme

RL.4 WALT:
- analyze author's choice how to manipulate time
- analyze the author's choice to create specific effects
- analyze the author's choices concerning how to structure text to order events
- authors make specific choices when structuring and ordering a text, as well as manipulating time
- those specific author choices create effects, such as mystery, tension, or surprise

RL.5 WALT:
- analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States

RL.6 WALT:
- a subject or a key scene can be represented differently across artistic mediums

RL.8 WALT:
- analyze and reflect on how author draws on and transforms source material from other pieces of literature
- source materials can be transformed in terms of historical/cultural contexts

SL.1 WALT:
- actively incorporate others into the discussion
- build on others' ideas and express our ideas clearly and persuasively
- initiate and participate effectively in a range of collaborative discussions with peers
- explicitly draw on evidence from texts and other researched material to stimulate a thoughtful, well-reasoned exchange of ideas
- assign individual roles
- collaborate with peers to set rules for discussions
- develop clear goals and assessment criteria
- clarify, verify, or challenge ideas and conclusions
- propel conversations by posing and responding to questions that relate to broad themes or larger ideas
- justify own views
- make new connections to the evidence and reasoning presented
- respond to various perspectives
- summarize points of agreement and disagreement

SL.6 WALT:
- adapt speech to a variety of contexts and tasks
- demonstrate command of formal English
- independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

W.2 WALT:
- attend to the norms and conventions of writing to appropriate to the audience and purpose
- develop the topic with examples that are appropriate to the audience's knowledge of the topic
- develop topic with well-chosen, relevant, and sufficient facts, definitions, concrete details, quotations, or other information
- informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content

W.2.A WALT:
- effectively include formatting, graphics and multimedia to aid comprehension
- introduce a topic; organize ideas, concepts, and information to make important connections and distinctions

W.2.C WALT:
- use appropriate and varied transitions to link major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts

W.2.D WALT:
- use precise language and domain-specific vocabulary to manage the complexity of the topic

W.2.E WALT:
- establish and maintain a consistent style and tone

W.2.F WALT:
- articulate implications or the significance of the topic
- provide a conclusion that supports the information or explanation presented

W.4 WALT:
- addressing what is most significant for a specific purpose and audience strengthens writing
- clear and coherent writing is appropriate to task, purpose, and audience
- consult a style manual (such as MLA or APA Style)
- focus on addressing what is most significant for a specific audience and purpose
- planning, revising, editing, rewriting, and consulting style manuals develops and strengthens writing
- produce clear and coherent writing in which the development/ style/ organization is appropriate to task, purpose, and audience

W.5 WALT:
- conduct short and sustained research projects to answer a question or solve a problem
- draw evidence from literature to support analysis, reflection, and research
- draw evidence from nonfiction informational text to support analysis, reflection, and research
- evidence from literary and nonfiction informational texts can be used to support analysis, reflection, and research
- narrow or broaden the inquiry when appropriate
- research process applies to our own questions and/or problems
- synthesize multiple sources on the subject to demonstrate understanding of the subject
- the research process is used to answer a question or solve a problem

W.6 WALT:
- gathering relevant information from multiple sources requires effective search techniques and selectivity

W.7 WALT:
- write routinely for a range of tasks, purposes, and audiences
- write routinely over extended and shorter time frames
- writing occurs over various time frames for a variety of tasks, purposes and audiences

Interdisciplinary Connections:
Students develop a fuller understanding of Ancient Greek culture and customs.
Students debate civic duties and responsibilities associated with mandatory military service.
Students collect data and utilize statistics in establishing evidence to help support claims and arguments.

Stage 2: Assessment Evidence

Performance Task(s):
End of Unit 1 Assessment
Extended Writing Project: Research Simulation Task (Informational/ Explanatory)

Other Evidence:
Reading Assignments
Writing Assignments
Skill Assignments
Blast Assignments
Common Formative Assessments
IXL

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Blasts: Students respond to the short informational texts and driving questions with 140-character or less Blast responses that allow them to practice clear concise writing. Students read and respond to one another's Blasts, creating a social learning

Resources:

StudySync Program

https://www.ixl.com/signin/pemb

Pear Assessment

environment that teachers can easily mediate and monitor.

First Reads: Instruction around each text begins with a First Read lesson. Each First Read lesson concludes with a series of short answer questions asking students to provide textual evidence to support their understanding of the text.

Reading Skills: Skill lessons follow First Reads, and apply the Gradual Release of Responsibility Model. First, students read the definition of the skill or strategy they'll be applying and watch a Concept Definition video. In the Model portion of Skills lessons, students re-read short passages from the First Read, and receive explicit instruction about how and why a particular skill or strategy applies to the text. Teachers guide students through this "we do" portion of the lesson, facilitating discussion with follow-up questions from the lesson plan. In the final portion of a Skills lesson students apply the knowledge they've gained in the first parts of the lesson to respond to two short questions about a different passage of text from the First Read.

Close Reads: Close Read lessons culminate the instructional reading routine. Close Read lessons begin with an emphasis on vocabulary instruction as students refine or confirm their analyses of vocabulary in the First Read. Close Read lessons then challenge students to apply skills and reading strategies as they re-read and annotate the text in preparation for writing their own short constructed response.

StudySyncTV: Episodes are included in First Read lessons in each unit.

Writing Skills: Skill lessons break the writing process down and aid students as they learn to "write routinely over extended and shorter time frames."

Teach Like a Champion 2.0 strategies
Kagan strategies

GLSEN Educator Resources

Supporting LGBTQIA Youth Resource List

Respect Ability: Fighting Stigmas, Advancing Opportunities

Learning for Justice

http://youthandmedia.org/teaching-and-outreach/digital-literacy-resource-platform/

Differentiation
*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL

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Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.	The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core's Appendix B list of exemplar texts. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.	Each lesson in the unit contains resources and guidance for teachers to scaffold instruction for approaching grade-level learners. Each lesson plan is divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction. Access Path exercises break core instruction down into discrete tasks and home in on the language development and foundational skill aspects of an exercise that make it more difficult for approaching grade-level learners. The Access Path guides teachers on the best ways to leverage technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and makes helpful suggestions about how and when to alternate between whole group, small group, and one-on-one instruction. Access Path scaffolds go well beyond instructions to the teacher, though, as each lesson also includes a full complement of Access Handouts. These handouts are differentiated for all three levels of English learners and approaching grade-level learners. Access Handouts contain sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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UNIT 2: ALL FOR LOVE

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.9–10.1. Language. System and Structure of Language.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.

B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

D. Use a colon to introduce a list or quotation.

E. Recognize spelling conventions.

L.KL.9–10.2. Language. Knowledge of Language.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Language. Vocabulary Acquisition, Use and Literal Meaning.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Language. Vocabulary Acquisition, Use and Interpretative Meaning.9-10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

B. Analyze nuances in the meaning of words with similar denotations.

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

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RL.CR.9–10.1. Reading Literature.Close Reading of Text.9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. Reading Informational Texts.Close Reading of Text.9-10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Reading Literature.Central Ideas and Themes of Texts.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Reading Informational Texts.Central Ideas and Themes of Texts.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Reading Literature.Interactions Among Text Elements.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9–10.3. Reading Informational Texts.Interactions Among Text Elements.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. Reading Literature.Text Structure.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RI.TS.9–10.4. Reading Informational Texts.Text Structure.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RL.PP. 9–10.5. Reading Literature.Perspective and Purpose in Texts.9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RI.PP.9–10.5. Reading Informational Texts.Perspective and Purpose in Texts.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RL.MF.9–10.6. Reading Literature.Diverse Media and Formats.9–10.6. Analyze integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RI.MF.9–10.6. Reading Informational Texts.Diverse Media and Formats.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

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RI.AA.9–10.7. Reading Informational Texts.Analysis of an Argument.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RL.CT.9–10.8. Reading Literature.Comparison of Texts.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CT.9–10.8. Reading Informational.Comparison of Texts.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. 🌱

Writing Domain

W.NW.9–10.3. Writing.Narrative Writing.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

> A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
>
> B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
>
> C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
>
> D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
>
> E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.SE.9–10.6. Writing.Sources of Evidence.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. Writing.Range of Writing.9-10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

SL.PE.9–10.1. Speaking and Listening.Participate Effectively.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

> C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

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<table>
<tr><td colspan="2">D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</td></tr>
</table>

SL.UM.9–10.5. Speaking and Listening.Use Media.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 🌱

SL.AS.9–10.6. Speaking and Listening.Adapt Speech.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Integration of Climate Change:

RI.CT.9–10.8. Students may analyze scientific and related informational texts for evidence-based explanations for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

SL.UM.9–10.5. Climate Change Example: Students may use multiple forms of digital media to explain why distribution and sustainability of natural resources might be a source of conflict in the United States and in other nations.

Career Readiness, Life Literacies and Key Skills		
Standard	**Performance Expectations**	**Core Ideas**
9.1.12.CDM.1	Identify the purposes, advantages, and disadvantages of debt.	There are reasons and consequences to taking on debt.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.	
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.	
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).	Media have embedded values and points of view.

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9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).	

Central Idea/Enduring Understanding:	**Essential/Guiding Question:**
Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose. Various types of texts are used to communicate ideas. Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument. Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels. Effective written communication relies on choosing the proper form of writing. Use writing to clearly communicate ideas, incorporating technology when appropriate. Knowledge and ideas are developed through research by using and evaluating multiple sources to gather evidence and relevant information to form a written argument. Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences. Listening skills are critical for learning and communicating. Visual materials enhance understanding. Speak and present using multimedia formats so others can understand your ideas.	**How does love move and change us?**

English I

Control of mechanics and proper grammar promote effective spoken and written communication.	

Content:
"The Gift of the Magi"
First Read
Skill: Theme
Close Read

Romantic Love: Reality or Myth?
First Read
Skill: Arguments and Claims
Skill: Connotation and Denotation
Close Read

Spotlight: Character

The Tragedy of Romeo and Juliet
First Read
Skill: Compare and Contrast
Close Read

Skills (Objectives):
L.1 WALT:
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- use a semicolon with a conjunctive adverb (e.g., however, meanwhile, nonetheless) and a comma to link two or more closely related independent clauses

L.2 WALT:
- apply knowledge of language to comprehend more fully when reading, writing, speaking or listening
- apply knowledge of language to make effective choices for meaning or style
- acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level
- vary word choice and sentence structure to demonstrate an understanding of the influence of language

L.3 WALT:
- use context as a clue to the meaning of a word or phrase
- identify and correctly use patterns of word changes that indicate different meanings or parts of speech
- consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology
- verify the preliminary determination of the meaning of a word or phrase, such as by checking the inferred meaning in context or in a dictionary
- determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies

L.4 WALT:
- analyze the impact of specific word choice on meaning and tone
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- determine figurative, connotative, and technical meaning of words in a text
- interpret figures of speech in context and analyze their role in the text
- analyze nuances in the meanings of words with similar denotations

RI.1 WALT:
- cite strong and thorough textual evidence
- determine where the text leaves the matter being studied uncertain

English I

- interpret and cite a text and make relevant connections for explicit and inferential meaning
- support analysis of what the text says explicitly as well as inferentially

RI.2 WALT:
- analyze how a central idea is developed and refined by specific details
- determine a central idea of a text
- provide an objective summary of the text

RI.3 WALT:
- analyze how the author unfolds an analysis or series of ideas or events
- analyze how the points are introduced and developed
- analyze the connections that are drawn between events or ideas
- analyze the order in which the points are made
- authors make decisions regarding the organization, presentation, and connections of ideas and events

RI.4 WALT:
- analyze how an author's ideas or claims are developed or refined in particular sentences, paragraphs or larger portions of text
- authors develop particular sentences, paragraphs and larger portions of the text to refine their ideas or claims

RI.5 WALT:
- an author's use of rhetorical devices can advance their point of view or purpose

RI.6 WALT:
- analyze various perspectives as presented in different mediums.

RI.7 WALT:
- arguments and specific claims in texts can use false statements and reasoning
- arguments and specific claims in texts can use reasoning that is valid, relevant and sufficient

RI.8 WALT:
- analyze documents of historical and literary significance, including how they relate in terms of themes and significant concepts
- certain historical and literary documents are significant for their themes, purposes, and rhetorical features

RL.1 WALT:
- cite strong and thorough textual evidence
- determine where the text leaves matters uncertain
- make relevant connections to support analysis
- relevant connections must be made between text support and inferences
- support analysis of what the text says explicitly as well as inferentially
- text support and inferences need to be thoroughly explained to strengthen the inference
- there can be uncertainty in texts

RL.2 WALT
- analyze how theme develops using specific details from the text
- determine a theme or central idea of a text
- every text has a central idea and related theme
- provide an objective summary of the text

RL.3 WALT:
- analyze how complex characters advance the plot or develop the theme
- analyze how complex characters develop over the text
- analyze how complex characters interact with other characters

RL.4 WALT:
- analyze author's choice how to manipulate time
- analyze the author's choice to create specific effects
- analyze the author's choices concerning how to structure text to order events
- authors make specific choices when structuring and ordering a text, as well as manipulating time
- those specific author choices create effects, such as mystery, tension, or surprise

RL.5 WALT:
- analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States

RL.6 WALT:
- a subject or a key scene can be represented differently across artistic mediums

RL.8 WALT:
- analyze and reflect on how author draws on and transforms source material from other pieces of literature
- source materials can be transformed in terms of historical/cultural contexts

SL.1 WALT:
- actively incorporate others into the discussion
- build on others' ideas and express our ideas clearly and persuasively
- initiate and participate effectively in a range of collaborative discussions with peers
- explicitly draw on evidence from texts and other researched material to stimulate a thoughtful, well-reasoned exchange of ideas
- assign individual roles
- collaborate with peers to set rules for discussions
- develop clear goals and assessment criteria
- clarify, verify, or challenge ideas and conclusions
- propel conversations by posing and responding to questions that relate to broad themes or larger ideas
- justify own views
- make new connections to the evidence and reasoning presented
- respond to various perspectives
- summarize points of agreement and disagreement

SL.6 WALT:
- adapt speech to a variety of contexts and tasks
- demonstrate command of formal English
- independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

W.1 WALT:
- arguments include an analysis of substantive topics or texts
- arguments must have valid reasoning and relevant and sufficient evidence to support claim(s)
- attend to the norms and conventions of the discipline in which they are writing

W.6 WALT:
- gathering relevant information from multiple sources requires effective search techniques and selectivity

W.7 WALT:
- write routinely for a range of tasks, purposes, and audiences
- write routinely over extended and shorter time frames

Interdisciplinary Connections:
Students investigate the biological and psychological aspects of romantic love.

Stage 2: Assessment Evidence

Performance Task(s):	**Other Evidence:**
End of Unit 2 Assessment Extended Writing Project: Narrative	Reading Assignments Writing Assignments Skill Assignments Blast Assignments Common Formative Assessments IXL

Stage 3: Learning Plan

Learning Opportunities/Strategies:	**Resources:**
Blasts: Students respond to the short informational texts and driving questions with 140-character or	StudySync Program

less Blast responses that allow them to practice clear concise writing. Students read and respond to one another's Blasts, creating a social learning environment that teachers can easily mediate and monitor.

First Reads: Instruction around each text begins with a First Read lesson. Each First Read lesson concludes with a series of short answer questions asking students to provide textual evidence to support their understanding of the text.

Reading Skills: Skill lessons follow First Reads, and apply the Gradual Release of Responsibility Model. First, students read the definition of the skill or strategy they'll be applying and watch a Concept Definition video. In the Model portion of Skills lessons, students re-read short passages from the First Read, and receive explicit instruction about how and why a particular skill or strategy applies to the text. Teachers guide students through this "we do" portion of the lesson, facilitating discussion with follow-up questions from the lesson plan. In the final portion of a Skills lesson students apply the knowledge they've gained in the first parts of the lesson to respond to two short questions about a different passage of text from the First Read.

Close Reads: Close Read lessons culminate the instructional reading routine. Close Read lessons begin with an emphasis on vocabulary instruction as students refine or confirm their analyses of vocabulary in the First Read. Close Read lessons then challenge students to apply skills and reading strategies as they re-read and annotate the text in preparation for writing their own short constructed response.

StudySyncTV: Episodes are included in First Read lessons in each unit.

Writing Skills: Skill lessons break the writing process down and aid students as they learn to "write routinely over extended and shorter time frames."

Think-Pair-Share
Turn and Talk

https://www.ixl.com/signin/pemb

Pear Assessment

GLSEN Educator Resources

Supporting LGBTQIA Youth Resource List

Respect Ability: Fighting Stigmas, Advancing Opportunities

Learning for Justice

Differentiation
*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.	The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core's Appendix B list of exemplar texts. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.	Each lesson in the unit contains resources and guidance for teachers to scaffold instruction for approaching grade-level learners. Each lesson plan is divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction. Access Path exercises break core instruction down into discrete tasks and home in on the language development and foundational skill aspects of an exercise that make it more difficult for approaching grade-level learners. The Access Path guides teachers on the best ways to leverage technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and makes helpful suggestions about how and when to alternate between whole group, small group, and one-on-one instruction. Access Path scaffolds go well beyond instructions to the teacher, though, as each lesson also includes a full complement of Access Handouts. These handouts are differentiated for all three levels of English learners and approaching grade-level learners. Access Handouts contain sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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<table>
<tr><td colspan="1">**UNIT 3: EMPATHY**</td></tr>
<tr><td style="text-align:center">**Stage 1: Desired Results**</td></tr>
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Language Domain

L.SS.9–10.1. Language. System and Structure of Language.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

    A.   Use parallel structure.

    B.   Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

    C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

    E. Recognize spelling conventions.

L.KL.9–10.2. Language. Knowledge of Language.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

    A.   Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

    B.   Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

    C.   Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Language. Vocabulary Acquisition, Use and Literal Meaning.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

    A.   Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

    B.   Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

    C.   Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

    D.   Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

    E.   Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Language. Vocabulary Acquisition, Use and Interpretative Meaning.9-10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

    A.   Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

    B.   Analyze nuances in the meaning of words with similar denotations.

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C.   Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Reading Domain

RL.CR.9–10.1. Reading Literature.Close Reading of Text.9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. Reading Informational Texts.Close Reading of Text.9-10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Reading Literature.Central Ideas and Themes of Texts.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

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RL.IT.9–10.3. Reading Literature.Interactions Among Text Elements.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9–10.3. Reading Informational Texts.Interactions Among Text Elements.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. Reading Literature.Text Structure.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RI.TS.9–10.4. Reading Informational Texts.Text Structure.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RL.PP. 9–10.5. Reading Literature.Perspective and Purpose in Texts.9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RI.PP.9–10.5. Reading Informational Texts.Perspective and Purpose in Texts.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RL.MF.9–10.6. Reading Literature.Diverse Media and Formats.9–10.6. Analyze integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

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English I

RI.MF.9–10.6. Reading Informational Texts.Diverse Media and Formats.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Reading Informational Texts.Analysis of an Argument.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RL.CT.9–10.8. Reading Literature.Comparison of Texts.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CT.9–10.8. Reading Informational.Comparison of Texts.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. 🌱

Writing Domain

W.AW.9–10.1. Writing. Argumentative Writing.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

    A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

    B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.

    C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

    D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

    E. Provide a concluding paragraph or section that supports the argument presented.

W.SE.9–10.6. Writing.Sources of Evidence.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. Writing.Range of Writing.9-10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

SL.PE.9–10.1. Speaking and Listening.Participate Effectively.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

       C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

       D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.UM.9–10.5. Speaking and Listening.Use Media.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 🌿

SL.AS.9–10.6. Speaking and Listening.Adapt Speech.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Integration of Climate Change:

    RI.CT.9–10.8. Students may analyze scientific and related informational texts for evidence-based explanations for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

    SL.UM.9–10.5. Climate Change Example: Students may use multiple forms of digital media to explain why distribution and sustainability of natural resources might be a source of conflict in the United States and in other nations.

Career Readiness, Life Literacies and Key Skills		
Standard	**Performance Expectations**	**Core Ideas**
9.1.12.CP.1	Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.	Negative information in credit reports can affect a person's credit score and financial options.
9.1.12.CP.2	Identify the advantages of maintaining a positive credit history.	
9.1.12.CP.6	Explain the effect of debt on a person's net worth.	Debt reduces net worth.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.
9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.	There are strategies to improve one's professional value and marketability.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	There are strategies to improve one's professional value and marketability.

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9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.	
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.	
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.	An individual's income and benefit needs and financial plan can change over time.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.	
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).	

Central Idea/Enduring Understanding: Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose. Various types of texts are used to communicate ideas.	**Essential/Guiding Question:** **How do we develop empathy for others?**

Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument.

Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels.

Effective written communication relies on choosing the proper form of writing.

Use writing to clearly communicate ideas, incorporating technology when appropriate.

Knowledge and ideas are developed through research by using and evaluating multiple sources to gather evidence and relevant information to form a written argument.

Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.

Listening skills are critical for learning and communicating.

Visual materials enhance understanding.

Speak and present using multimedia formats so others can understand your ideas.

Control of mechanics and proper grammar promote effective spoken and written communication.

Content:
Digital citizenship: internet safety, privacy online, cyberbullying, misinformation, credibility of sources

Marigolds
First Read
Skill: Character
Skill: Greek and Latin Roots/Affixes
Close Read

"Lift Every Voice and Sing"
First Read
Skill: Tone
Skill: Fig. Lang.
Skill: Text Evidence
Close Read

Statement on the Assassination of MLK
First Read

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Skill: Arguments/Claims
Skill: Author's Purpose/PO
Close Read
Spotlight: Theme

To Kill A Mockingbird
First Read
Skill: Textual Evidence
Close Read

Skills(Objectives):

L.1 WALT:
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- use a semicolon with a conjunctive adverb (e.g., however, meanwhile, nonetheless) and a comma to link two or more closely related independent clauses

L.2 WALT:
- apply knowledge of language to comprehend more fully when reading, writing, speaking or listening
- apply knowledge of language to make effective choices for meaning or style
- acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level
- vary word choice and sentence structure to demonstrate an understanding of the influence of language

L.3 WALT:
- use context as a clue to the meaning of a word or phrase
- identify and correctly use patterns of word changes that indicate different meanings or parts of speech
- consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology
- verify the preliminary determination of the meaning of a word or phrase, such as by checking the inferred meaning in context or in a dictionary
- determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies

L.4 WALT:
- analyze the impact of specific word choice on meaning and tone
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- determine figurative, connotative, and technical meaning of words in a text
- interpret figures of speech in context and analyze their role in the text
- analyze nuances in the meanings of words with similar denotations

RI.1 WALT:
- cite strong and thorough textual evidence
- determine where the text leaves the matter being studied uncertain
- interpret and cite a text and make relevant connections for explicit and inferential meaning
- support analysis of what the text says explicitly as well as inferentially

RI.2 WALT:
- analyze how a central idea is developed and refined by specific details
- determine a central idea of a text
- provide an objective summary of the text

RI.3 WALT:
- analyze how the author unfolds an analysis or series of ideas or events
- analyze how the points are introduced and developed
- analyze the connections that are drawn between events or ideas
- analyze the order in which the points are made
- authors make decisions regarding the organization, presentation, and connections of ideas and events

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RI.4 WALT:
- analyze how an author's ideas or claims are developed or refined in particular sentences, paragraphs or larger portions of text
- Authors develop particular sentences, paragraphs and larger portions of the text to refine their ideas or claims

RI.5 WALT:
- an author's use of rhetorical devices can advance their point of view or purpose

RI.6 WALT:
- analyze various perspectives as presented in different mediums.

RI.7 WALT:
- arguments and specific claims in texts can use false statements and reasoning
- arguments and specific claims in texts can use reasoning that is valid, relevant and sufficient

RI.8 WALT:
- analyze documents of historical and literary significance, including how they relate in terms of themes and significant concepts
- certain historical and literary documents are significant for their themes, purposes, and rhetorical features

RL.1 WALT:
- cite strong and thorough textual evidence
- determine where the text leaves matters uncertain
- make relevant connections to support analysis
- relevant connections must be made between text support and inferences
- support analysis of what the text says explicitly as well as inferentially
- text support and inferences need to be thoroughly explained to strengthen the inference
- there can be uncertainty in texts

RL.2 WALT
- analyze how theme develops using specific details from the text
- determine a theme or central idea of a text
- every text has a central idea and related theme
- provide an objective summary of the text

RL.3 WALT:
- analyze how complex characters advance the plot or develop the theme
- analyze how complex characters develop over the text
- analyze how complex characters interact with other characters
- character interactions should be analyzed to determine the theme

RL.4 WALT:
- analyze author's choice how to manipulate time
- analyze the author's choice to create specific effects
- analyze the author's choices concerning how to structure text to order events
- authors make specific choices when structuring and ordering a text, as well as manipulating time
- those specific author choices create effects, such as mystery, tension, or surprise

RL.5 WALT:
- analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States

RL.6 WALT:
- a subject or a key scene can be represented differently across artistic mediums

RL.8 WALT:
- analyze and reflect on how author draws on and transforms source material from other pieces of literature
- source materials can be transformed in terms of historical/cultural contexts

SL.1 WALT:
- actively incorporate others into the discussion
- build on others' ideas and express our ideas clearly and persuasively
- initiate and participate effectively in a range of collaborative discussions with peers

- explicitly draw on evidence from texts and other researched material to stimulate a thoughtful, well-reasoned exchange of ideas
- assign individual roles
- collaborate with peers to set rules for discussions
- develop clear goals and assessment criteria
- clarify, verify, or challenge ideas and conclusions
- propel conversations by posing and responding to questions that relate to broad themes or larger ideas
- justify own views
- make new connections to the evidence and reasoning presented
- espond to various perspectives
- summarize points of agreement and disagreement

SL.6 WALT:
- adapt speech to a variety of contexts and tasks
- demonstrate command of formal English
- independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

W.1 WALT:
- arguments include an analysis of substantive topics or texts
- arguments must have valid reasoning and relevant and sufficient evidence to support claim(s)
- attend to the norms and conventions of the discipline in which they are writing

W.6 WALT:
- gathering relevant information from multiple sources requires effective search techniques and selectivity

W.7 WALT:
- write routinely for a range of tasks, purposes, and audiences
- write routinely over extended and shorter time frames

Interdisciplinary Connections:
The texts in this unit inform students' understanding of the hardships of early twentieth-century American history, including the struggles of the Civil Rights movement and the barriers of racial segregation.

Stage 2: Assessment Evidence

Performance Task(s):	**Other Evidence:**
End of Unit 3 Assessment Extended Writing Project: Argumentative	Reading Assignments Writing Assignments Skill Assignments Blast Assignments Common Formative Assessments IXL

Stage 3: Learning Plan

Learning Opportunities/Strategies:	**Resources:**
Blasts: Students respond to the short informational texts and driving questions with 140-character or less Blast responses that allow them to practice clear concise writing. Students read and respond to one another's Blasts, creating a social learning environment that teachers can easily mediate and monitor. **First Reads:** Instruction around each text begins with a First Read lesson. Each First Read lesson	StudySync Program https://www.ixl.com/signin/pemb Pear Assessment GLSEN Educator Resources Supporting LGBTQIA Youth Resource List

concludes with a series of short answer questions asking students to provide textual evidence to support their understanding of the text.

Reading Skills: Skill lessons follow First Reads, and apply the Gradual Release of Responsibility Model. First, students read the definition of the skill or strategy they'll be applying and watch a Concept Definition video. In the Model portion of Skills lessons, students re-read short passages from the First Read, and receive explicit instruction about how and why a particular skill or strategy applies to the text. Teachers guide students through this "we do" portion of the lesson, facilitating discussion with follow-up questions from the lesson plan. In the final portion of a Skills lesson students apply the knowledge they've gained in the first parts of the lesson to respond to two short questions about a different passage of text from the First Read.

Close Reads: Close Read lessons culminate the instructional reading routine. Close Read lessons begin with an emphasis on vocabulary instruction as students refine or confirm their analyses of vocabulary in the First Read. Close Read lessons then challenge students to apply skills and reading strategies as they re-read and annotate the text in preparation for writing their own short constructed response.

StudySyncTV: Episodes are included in First Read lessons in each unit.

Writing Skills: Skill lessons break the writing process down and aid students as they learn to "write routinely over extended and shorter time frames."

Think-Pair-Share
Turn and Talk

Respect Ability: Fighting Stigmas, Advancing Opportunities

Learning for Justice

http://youthandmedia.org/teaching-and-outreach/digital-literacy-resource-platform/

Differentiation
*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners.	The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at	Each lesson in the unit contains resources and guidance for teachers to scaffold instruction for approaching grade-level learners. Each lesson plan is	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited

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The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.	least one text drawn from the Common Core's Appendix B list of exemplar texts. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.	divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction. Access Path exercises break core instruction down into discrete tasks and home in on the language development and foundational skill aspects of an exercise that make it more difficult for approaching grade-level learners. The Access Path guides teachers on the best ways to leverage technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and makes helpful suggestions about how and when to alternate between whole group, small group, and one-on-one instruction. Access Path scaffolds go well beyond instructions to the teacher, though, as each lesson also includes a full complement of Access Handouts. These handouts are differentiated for all three levels of English learners and approaching grade-level learners. Access Handouts contain sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.	to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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<table>
<tr><td colspan="2">UNIT 4: DREAMS & ASPIRATIONS</td></tr>
<tr><td colspan="2" align="center">Stage 1: Desired Results</td></tr>
</table>

Standards & Indicators:

Language Domain

L.SS.9–10.1. Language. System and Structure of Language.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

  A.   Use parallel structure.

  B.   Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

  C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

  D. Use a colon to introduce a list or quotation.

  E. Recognize spelling conventions.

L.KL.9–10.2. Language. Knowledge of Language.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

  A.   Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

  B.   Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

  C.   Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Language. Vocabulary Acquisition, Use and Literal Meaning.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

  A.   Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

  B.   Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

  C.   Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

  D.   Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

  E.   Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Language. Vocabulary Acquisition, Use and Interpretative Meaning.9-10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

  A.   Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Reading Domain

RL.CR.9–10.1. Reading Literature.Close Reading of Text.9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. Reading Informational Texts.Close Reading of Text.9-10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Reading Literature.Central Ideas and Themes of Texts.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. Reading Informational Texts.Central Ideas and Themes of Texts.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Reading Literature.Interactions Among Text Elements.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9–10.3. Reading Informational Texts.Interactions Among Text Elements.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. Reading Literature.Text Structure.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RI.TS.9–10.4. Reading Informational Texts.Text Structure.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RL.PP. 9–10.5. Reading Literature.Perspective and Purpose in Texts.9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RI.PP.9–10.5. Reading Informational Texts.Perspective and Purpose in Texts.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RL.MF.9–10.6. Reading Literature.Diverse Media and Formats.9–10.6. Analyze integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

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RI.MF.9–10.6. Reading Informational Texts.Diverse Media and Formats.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Reading Informational Texts.Analysis of an Argument.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RL.CT.9–10.8. Reading Literature.Comparison of Texts.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CT.9–10.8. Reading Informational.Comparison of Texts.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. 🌱

Writing Domain

W.AW.9–10.1. Writing. Argumentative Writing.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

    A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

    B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.

    C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

    D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

    E. Provide a concluding paragraph or section that supports the argument presented.

W.SE.9–10.6. Writing.Sources of Evidence.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. Writing.Range of Writing.9-10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

SL.PE.9–10.1. Speaking and Listening.Participate Effectively.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.UM.9–10.5. Speaking and Listening.Use Media.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.AS.9–10.6. Speaking and Listening.Adapt Speech.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Integration of Climate Change:

RI.CT.9–10.8. Students may analyze scientific and related informational texts for evidence-based explanations for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

SL.UM.9–10.5. Climate Change Example: Students may use multiple forms of digital media to explain why distribution and sustainability of natural resources might be a source of conflict in the United States and in other nations.

	Career Readiness, Life Literacies and Key Skills	
Standard	**Performance Expectations**	**Core Ideas**
9.1.12.RM.1	Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.	A person's tolerance for investment risk can change depending on factors such as life circumstances, financial goals, and economic conditions.
9.1.12.RM.4	Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.	Different types of insurance have different costs and protections.
9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.	There are strategies to improve one's professional value and marketability.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	

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9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.	
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.	
9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).	
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.	An individual's income and benefit needs and financial plan can change over time.
9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.
9.2.12.CAP.23	Identify different ways to obtain capital for starting a business.	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.

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9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).	Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.	
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).	
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).	

Central Idea/Enduring Understanding:	**Essential/Guiding Question:**
Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose. Various types of texts are used to communicate ideas. Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument.	**What makes a dream worth pursuing?**

Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels.

Effective written communication relies on choosing the proper form of writing.

Use writing to clearly communicate ideas, incorporating technology when appropriate.

Knowledge and ideas are developed through research by using and evaluating multiple sources to gather evidence and relevant information to form a written argument.

Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.

Listening skills are critical for learning and communicating.

Visual materials enhance understanding.

Speak and present using multimedia formats so others can understand your ideas.

Control of mechanics and proper grammar promote effective spoken and written communication.

Content:
"We Choose to Go to the Moon"
First Read
Skill: Rhetoric
Close Read

Library Spotlight: Arguments and Claims
Library Spotlight: Reasons and Evidence
Library Spotlight: Technical Language

Of Mice and Men: Full Text
Parallel Reading
Novel Study with Comparative Texts

Skills(Objectives):
L.1 WALT:
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- use a semicolon with a conjunctive adverb (e.g., however, meanwhile, nonetheless) and a comma to link two or more closely related independent clauses

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L.2 WALT:
- apply knowledge of language to comprehend more fully when reading, writing, speaking or listening
- apply knowledge of language to make effective choices for meaning or style
- acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level
- vary word choice and sentence structure to demonstrate an understanding of the influence of language

L.3 WALT:
- use context as a clue to the meaning of a word or phrase
- identify and correctly use patterns of word changes that indicate different meanings or parts of speech
- consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology
- verify the preliminary determination of the meaning of a word or phrase, such as by checking the inferred meaning in context or in a dictionary
- determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies

L.4 WALT:
- analyze the impact of specific word choice on meaning and tone
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- determine figurative, connotative, and technical meaning of words in a text
- interpret figures of speech in context and analyze their role in the text
- analyze nuances in the meanings of words with similar denotations

RI.1 WALT:
- cite strong and thorough textual evidence
- determine where the text leaves the matter being studied uncertain
- interpret and cite a text and make relevant connections for explicit and inferential meaning
- support analysis of what the text says explicitly as well as inferentially

RI.2 WALT:
- analyze how a central idea is developed and refined by specific details
- determine a central idea of a text
- provide an objective summary of the text

RI.3 WALT:
- analyze how the author unfolds an analysis or series of ideas or events
- analyze how the points are introduced and developed
- analyze the connections that are drawn between events or ideas
- analyze the order in which the points are made
- authors make decisions regarding the organization, presentation, and connections of ideas and events

RI.4 WALT:
- analyze how an author's ideas or claims are developed or refined in particular sentences, paragraphs or larger portions of text
- Authors develop particular sentences, paragraphs and larger portions of the text to refine their ideas or claims

RI.5 WALT:
- an author's use of rhetorical devices can advance their point of view or purpose

RI.6 WALT:
- analyze various perspectives as presented in different mediums.

RI.7 WALT:
- arguments and specific claims in texts can use false statements and reasoning
- arguments and specific claims in texts can use reasoning that is valid, relevant and sufficient

RI.8 WALT:
- analyze documents of historical and literary significance, including how they relate in terms of themes and significant concepts
- certain historical and literary documents are significant for their themes, purposes, and rhetorical features

RL.1 WALT:

English I

- cite strong and thorough textual evidence
- determine where the text leaves matters uncertain
- make relevant connections to support analysis
- relevant connections must be made between text support and inferences
- support analysis of what the text says explicitly as well as inferentially
- text support and inferences need to be thoroughly explained to strengthen the inference
- there can be uncertainty in texts

RL.2 WALT
- analyze how theme develops using specific details from the text
- determine a theme or central idea of a text
- every text has a central idea and related theme
- provide an objective summary of the text

RL.3 WALT:
- analyze how complex characters advance the plot or develop the theme
- analyze how complex characters develop over the text
- analyze how complex characters interact with other characters
- character interactions should be analyzed to determine the theme

RL.4 WALT:
- analyze author's choice how to manipulate time
- analyze the author's choice to create specific effects
- analyze the author's choices concerning how to structure text to order events
- authors make specific choices when structuring and ordering a text, as well as manipulating time
- those specific author choices create effects, such as mystery, tension, or surprise

RL.5 WALT:
- analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States

RL.6 WALT:
- a subject or a key scene can be represented differently across artistic mediums

RL.8 WALT:
- analyze and reflect on how author draws on and transforms source material from other pieces of literature
- source materials can be transformed in terms of historical/cultural contexts

SL.1 WALT:
- actively incorporate others into the discussion
- build on others' ideas and express our ideas clearly and persuasively
- initiate and participate effectively in a range of collaborative discussions with peers
- explicitly draw on evidence from texts and other researched material to stimulate a thoughtful, well-reasoned exchange of ideas
- assign individual roles
- collaborate with peers to set rules for discussions
- develop clear goals and assessment criteria
- clarify, verify, or challenge ideas and conclusions
- propel conversations by posing and responding to questions that relate to broad themes or larger ideas
- justify own views
- make new connections to the evidence and reasoning presented
- espond to various perspectives
- summarize points of agreement and disagreement

SL.6 WALT:
- adapt speech to a variety of contexts and tasks
- demonstrate command of formal English
- independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

W.1 WALT:
- arguments include an analysis of substantive topics or texts

- arguments must have valid reasoning and relevant and sufficient evidence to support claim(s)
- attend to the norms and conventions of the discipline in which they are writing

W.6 WALT:
- gathering relevant information from multiple sources requires effective search techniques and selectivity

W.7 WALT:
- write routinely for a range of tasks, purposes, and audiences
- write routinely over extended and shorter time frames

Interdisciplinary Connections:
Students investigate early space exploration and scientific factors that influenced the United States' position in the Space Race.
Students explore multiple aspects of Depression Era culture, including intersections between class, race, gender, and disability.

Stage 2: Assessment Evidence

Performance Task(s):	**Other Evidence:**
End of Unit 4 Assessment Extended Writing Project: Literary Analysis	Reading Assignments Writing Assignments Skill Assignments Blast Assignments Common Formative Assessments IXL

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Blasts: Students respond to the short informational texts and driving questions with 140-character or less Blast responses that allow them to practice clear concise writing. Students read and respond to one another's Blasts, creating a social learning environment that teachers can easily mediate and monitor.

First Reads: Instruction around each text begins with a First Read lesson. Each First Read lesson concludes with a series of short answer questions asking students to provide textual evidence to support their understanding of the text.

Reading Skills: Skill lessons follow First Reads, and apply the Gradual Release of Responsibility Model. First, students read the definition of the skill or strategy they'll be applying and watch a Concept Definition video. In the Model portion of Skills lessons, students re-read short passages from the First Read, and receive explicit instruction about how and why a particular skill or strategy applies to the text. Teachers guide students through this "we do" portion of the lesson, facilitating discussion with follow-up questions from the lesson plan. In the final portion of a Skills lesson students apply the

Resources:

StudySync Program

https://www.ixl.com/signin/pemb

Pear Assessment

GLSEN Educator Resources

Supporting LGBTQIA Youth Resource List

Respect Ability: Fighting Stigmas, Advancing Opportunities

Learning for Justice

NJ Commission on Holocaust Education

The New Jersey Amistad Commission Interactive Curriculum

www.adata.org

knowledge they've gained in the first parts of the lesson to respond to two short questions about a different passage of text from the First Read.

Close Reads: Close Read lessons culminate the instructional reading routine. Close Read lessons begin with an emphasis on vocabulary instruction as students refine or confirm their analyses of vocabulary in the First Read. Close Read lessons then challenge students to apply skills and reading strategies as they re-read and annotate the text in preparation for writing their own short constructed response.

StudySyncTV: Episodes are included in First Read lessons in each unit.

Writing Skills: Skill lessons break the writing process down and aid students as they learn to "write routinely over extended and shorter time frames."

Think-Pair-Share
Turn and Talk

[Differentiation]

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.	The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core's Appendix B list of exemplar texts. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.	Each lesson in the unit contains resources and guidance for teachers to scaffold instruction for approaching grade-level learners. Each lesson plan is divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.

Access Path exercises break core instruction down into discrete tasks and home in on the language development and foundational skill aspects of an exercise that make it more difficult for approaching grade-level learners. The Access Path guides teachers on the best ways to leverage | Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing

ELL supports should include, but are not limited to, the following:
Extended time
Provide visual aids
Repeated directions
Differentiate based on proficiency |

| | | technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and makes helpful suggestions about how and when to alternate between whole group, small group, and one-on-one instruction.

Access Path scaffolds go well beyond instructions to the teacher, though, as each lesson also includes a full complement of Access Handouts. These handouts are differentiated for all three levels of English learners and approaching grade-level learners. Access Handouts contain sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates. | Provide word banks
Allow for translators, dictionaries |

English I

Pacing Guide

Content	Resources	Standards
UNIT 1: Leadership		
24 Days		L.SS.9–10.1.
		L.SS.9–10.1.A
Relationships, Routines and Procedures	**(2 Days)**	L.SS.9–10.1.B
	● Building Relationships	L.SS.9–10.1.C
	● Icebreakers	L.SS.9–10.1.D
		L.SS.9–10.1.E
IXL Initial Diagnostic	IXL: Pre-Assessment: IXL Diagnostic **(1 Day)**	L.K.9-10.2
Daily IXL Independent Practice		L.K.9-10.2A
		L.K.9-10.2B
		L.K.9-10.2C
	Study Sync Program "Clauses: Parallel Structure"	L.VL.9-10.3
	IXL CGB Identify Structures with Parallel Structure **(0.5 Days)**	L.VL.9-10.3A
		L.VL.9-10.3B
Reading Literataure	Study Sync Program *The Lady or the Tiger* **(4 Days)**	L.VL.9-10.3C
	● First Read	L.VL.9-10.3D
	● Skill: Story Structure	L.VL.9-10.3E
	● Skill: Figurative Language	L.VI.9-10.4
	● Close Read	L.VI.9-10.4A
		L.VI.9-10.4B
CFA 3 (Unit 2, CFA 1)	Pear Assessment **(0.25 Day)**	L.VI.9-10.4C
		RL.CR.9-10.1
Reading Literature	Study Sync Program *The Odyssey (Book XII)* **(4 Days)**	RI.CR.9-10.1
	● First Read	RL-CI.9-10.2
	● Skill: Plot	RI.CI.9-10.2
	● Skill: Character	RL.IT.9-10.3
	● Close Read	RI.IT.9-10.3
		RL.TS.9-10.4
	OR	RI.TS.9-10.4
		RL.PP.9-10.5
Reading Literature	Study Sync Program *The Odyssey (Graphic Novel)* **(4 Days)**	RI.PP.9-10.5
	● First Read	RL.MF.9-10.6
	● Skill: Compare and Contrast	RI.MF.9-10.6
	● Close Read	RI.AA.9-10.7
		RL.CT.9-10.8
CFA 4 (Unit 2, CFA 2)	Pear Assessment **(0.25 Day)**	RI.CT.9-10.8
		W.IW.9-10.2
	●	W.IW.9-10.2A
		W.IW.9-10.2B
Reading Informational	Study Sync Program "Mandatory Military Service" **(2 Days)**	W.IW.9-10.2C
	● First Read	W.IW.9-10.2D
	● Skill: Arguments/Claims	W.IW.9-10.2E
	● Skill: Reasons and Evidence	W.IW.9-10.2F
	● Close Read	W.WP.9-10.4
		W.WR.9-10.5
Research	Study Sync Program Extended Writing Project **(9 Days)**	W.SE.9-10.6
The Writing Process	Use of Generative Artificial Intelligence	W.RW.9-10.7
RST (Informational/		SL.PE.9-10.1

English I

Explanatory) End of Unit 1 Assessment	[Pear Assessment](#) **(1 Day)** **Additional Resources:** [GLSEN Educator Resources](#) [Supporting LGBTQIA Youth Resource List](#) [Respect Ability: Fighting Stigmas, Advancing Opportunities](#) [Learning for Justice](#) [Youth and Media: Digital Literacy Resource Platform](#)	SL.PE.9-10.1A SL.PE.9-10.1B SL.PE.9-10.1C SL.PE.9-10.1D SL.II.9-10.2 SL.ES.9-10.3 SL.PI.9-10.4 SL.UM.9-10.5 SL.AS.9-10.6
UNIT 2: All for Love		

21 Days
 	
Daily IXL Independent Practice
 	
Reading Informational
 	
CFA 7 (Unit 4, CFA 1)
 	
Reading Literature
 	
CFA 8 (Unit 4, CFA 2)
 	
Reading Literature
 	
Reading Literature
 	
Narrative Writing
 	
End of Unit 2 Assessment
	[IXL](#)
	
	[Study Sync Program](#) Romantic Love: Reality or Myth? **(4 Days)**
	  ● First Read
	  ● Skill: Arguments and Claims
	  ● Skill: Connotation and Denotation
	  ● Close Read
	
	[Pear Assessment](#) **(0.25 Day)**
	
	[Study Sync Program](#) *The Tragedy of Romeo and Juliet* **(5.5 Days)**
	  ● First Read
	  ● Skill: Compare and Contrast
	  ● Close Read
	
	[Pear Assessment](#) **(0.25 Day)**
	
	[Study Sync Program](#) "The Gift of the Magi" **(4 Days)**
	  ● First Read
	  ● Skill: Theme
	  ● Close Read
	
	[Study Sync Program](#) Spotlight: Character **(1 Day)**
	
	[Study Sync Program](#) Extended Writing Project **(5 Days)**
	
	[Pear Assessment](#) **(1 Day)**
	
	Additional Resources:
	
	[GLSEN Educator Resources](#)
		L.SS.9-10.1.
		L.SS.9-10.1.A
		L.SS.9-10.1.B
		L.SS.9-10.1.D
		L.SS.9-10.1.E
		L.KL.9-10.2
		L.KL.9-10.2.A
		L.KL.9-10.2.B
		L.KL.9-10.2.C
		L.VL.9-10.3.
		L.VL.9-10.3.A
		L.VL.9-10.3.B
		L.VL.9-10.3.C
		L.VL.9-10.3.D
		L.VL.9-10.3.E
		L.VI.9-10.4
		L.VI.9-10.4.B
		L.VI.9-10.4.C
		RL.CR.9-10.1
		RI.CR.9-10.1
		RL.CI.9-10.2
		RI.CI.9-10.2
		RL.IT.9-10.3
		RI.IT.9-10.3
		RL.TS.9-10.4
		RI.TS.9-10.4
		RL.P.9-10.5
		RI.P.9-10.5
		RL.MF.9-10.6
		RI.MF.9-10.6
		RI.AA.9-10.7
		RL.CT.9-10.8
		RI.CT.9-10.8
		W.NW.9-10.3.
		W.NW.9-10.3.A
		W.NW.9-10.3.B

	Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities Learning for Justice Youth and Media: Digital Literacy Resource Platform	W.NW.9-10.3.C W.NW.9-10.3.D W.NW.9-10.3.E W.SE.9-10.6 W.RW.9-10.7 SL.PE.9-10.1. SL.PE.9-10.1.C SL.PE.9-10.1.D SL.UM.9-10.5 SL.AS.9-10.6
UNIT 3: Empathy		
23 Days Daily IXL Independent Practice	IXL	L.SS.9-10.1 L.SS.9-10.1 A L.SS.9-10.1 B L.SS.9-10.1 C L.KL.9-10.2 E L.KL.9-10.2
Reading Literataure	Study Sync Program *Marigolds* **(5 Days)** ● First Read ● Skill: Character ● Skill: Greek and Latin Roots/Affixes ● Close Read	L.KL.9-10.2 A L.KL.9-10.2 B L.KL.9-10.2 C L.VL.9-10.3 L.VL.9-10.3 A L.VL.9-10.3 B
CFA 1 (Unit 1, CFA 1)	Pear Assessment **(0.25 Day)**	L.VL.9-10.3 C L.VL.9-10.3 D
Reading Literature	Study Sync Program **"Lift Every Voice and Sing"** **(4 Days)** ● First Read ● Skill: Tone ● Skill: Fig. Lang. ● Skill: Text Evidence ● Close Read	L.VL.9-10.3 E L.VI.9-10.4 L.VI.9-10.4 A L.VI.9-10.4 B L.VI.9-10.4 C RL.CR.910.1 RI.CR.9-10.1
Reading Informational	Study Sync Program *Statement on the Assassination of MLK* **(3 Days)** ● First Read ● Skill: Arguments/Claims ● Skill:Author's Purpose/POV ● Close Read ● Spotlight: Theme	RL.CI.9-10.2 RL.IT.9-10.3 RI.IT.9-10.3 RL.TS.9-10.4 RI.TS.9-10.4 RI.CR.9-10.1 RL.CI.9-10.2 RI.CI.9-10.2
CFA 2 (Unit 1, CFA 2)	Pear Assessment **(0.25 Day)**	RL.IT.9-10.3 RI.IT.9-10.3
Reading Literature	Study Sync Program *To Kill A Mockingbird* **(4 Days)** ● First Read ● Skill: Textual Evidence ● Close Read (Honors: Optional Independent Reading of Full Text)	RL.TS.9-10.4 RI.TS.9-10.4 RL.PP.9-10.5 RI.PP.9-10.5 RL.MF.9-10.6 RI.MF.9-10.6
RST or LAT (Argumentative)	Study Sync Program Extended Writing Project **(5 Days)**	RI.AA.9-10.7 RL.CT.9-10.8 RI.CT.9-10.8
End of Unit 3 Assessment	Pear Assessment **(1 Day)**	W.AW.9-10.1.

		W.AW.9-10.1.A W.AW.9-10.1.B W.AW.9-10.1.C W.AW.9-10.1.D W.AW.9-10.1.E W.SE.9-10.6 W.RW.9-10.7 SL.PE.9-10.1. SL.PE.9-10.1.C SL.PE.9-10.1.D SL.UM.9-10.5 SL.AS.9-10.6
	Additional Resources: GLSEN Educator Resources Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities Learning for Justice Youth and Media: Digital Literacy Resource Platform	
UNIT 4: Dreams and Aspirations		
Days: 21 Daily IXL Independent Practice Reading Informational CFA 5 (Unit 3, CFA 1) Reading Informational Reading Informational Reading Informational Reading Literature CFA 6 (Unit 3, CFA 2) LAT (Informational or Argumentative) End of Unit 4 Assessment	 IXL Study Sync Program "We Choose to Go to the Moon" **(4 Days)** - First Read - Skill: Rhetoric - Close Read Pear Assessment **(0.5 Day)** Study Sync Program Library Spotlight: Arguments and Claims **(1 Day)** Study Sync Program Library Spotlight: Reasons and Evidence **(1 Day)** Study Sync Program Library Spotlight: Technical Language **(1 Day)** Study Sync Program Of Mice and Men- Full Text **(7 days)** - Parallel Reading - Novel Study with Comparative Texts Pear Assessment **(0.5 Day)** Study Sync Program Extended Writing Project **(5 Days)** Pear Assessment **(1 Day)** **Additional Resources:** GLSEN Educator Resources Supporting LGBTQIA Youth Resource List	L.SS.9-10.1 L.SS.9-10.1A L.SS.9-10.1B L.SS.9-10.1C L.SS.9-10.1D L.SS.9-10.1E L.KL.9-10.2 L.KL.9-10.2A L.KL.9-10.2B L.KL.9-10.2C L.VL.9-10.3 L.VL.9-10.3A L.VL.9-10.3B L.VL.9-10.3C L.VL.9-10.3D L.VL.9-10.3E L.VI.9-10.4 L.VI.9-10.4A L.VI.9-10.4B L.VI.9-10.4C RL.CR.9-10.1 RI.CR.9-10.1 RL.CI.9-10.2 RI.CI.9-10.2 RL.IT.9-10.3 RI.IT.9-10.3 RL.TS.9-10.4 RI.TS.9-10.4 RL.PP.9-10.5 RI.PP.9-10.5 RL.MF.9-10.6 RI.MF.9-10.6 RI.AA.9-10.7 RL.CT.9-10.8 RI.CT.9-10.8 W.AW.9-10.1 W.AW.9-10.1A W.AW.9-10.1B

	Respect Ability: Fighting Stigmas, Advancing Opportunities Learning for Justice Youth and Media: Digital Literacy Resource Platform	W.AW.9-10.1C W.AW.9-10.1D W.AW.9-10.1E W.SE.9-10.6 W.RW.9-10.7 SL.PE.9-10.1 SL.PE.9-10.1C SL.PE.9-10.1D SL.UM.9-10.5 SL.AS.9-10.6