Unit 1: Destiny

Stage 1: Desired Results

<u>Standards & Indicators</u>: 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.

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. 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.
- C. 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).

Reading Domain

EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.

EE.RL.9-10.5 Identify where a text deviates from a chronological presentation of events.

EE.RI.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.

EE.L.9-10.4.a Use context to determine the meaning of unknown words.

EE.L.9-10.5.b Determine the intended meaning of multiple meaning words.

EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.

EE.RI.9-10.8 Determine how the specific claims support the argument made in an informational text.

RL.Cl.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.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.

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.

Range of Reading and Level of Text Complexity

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems. By the end of grade 9, read and comprehend literary nonfiction.

Writing Domain

EE.L.9-10.2.c Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

EE.W.9-10.2.c Use complete, simple sentences as appropriate.

EE.W.9-10.2.d Use domain specific vocabulary when writing claims related to a topic of study or text.

EE.W.9-10.2.f Provide a closing.

EE.W.9-10.2.a Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.

EE.W.9-10.2.b Develop the topic with facts or details.

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.

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.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.

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.

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
9.4.12.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.
 skills and ideas (e.g., 1.1.12 provide skills and ideas skills and after reading to construct and extend meaning according to construct and extend meaning according to the text and purpose. Use writing to clearly communicate ideas, incorporating technology when appropriate. Writing is developed by independent, purposeful and engaged writing for extended 		Why is change both good and <u>Writing:</u> How can technology be used in	

and short periods of time for a variety of tasks,	How does professional writing differ from personal writing?	
purposes and audiences.	Why does organized writing cause the writer to appear more	
• Listening skills are critical for learning and	competent and able to express himself?	
 communicating. Visual materials enhance understanding. 	Reading: Why is it important to use background knowledge while reading? Is everything you read on the internet true? How can you tell fact from fiction? How does identifying the main idea help me as a reader gain meaning from the text? How do I figure out a word I do not know? How does literature relate to my life? Why is it important to read/watch news reports? What is propaganda? Listening and Speaking:	
	How do you listen? How can technology help us communicate with others? Why is it important to speak effectively? What are different ways I can express my ideas and opinions? How can listening and speaking skills be used to improve relationships? When is it appropriate to ask questions?	
<u>Content</u> :	Skills(Objectives):	
Key Reading Skills Character Tone Author's Purpose and Author's Point of View/background Central or Main Idea Media/technology Key Writing Skills Supporting Details Paragraphs and Transitions	 Define vocabulary words using context. Acquire and apply academic vocabulary correctly. Identify characters Identify how a character's decisions advance plot Use dictionaries to confirm and clarify meaning, and use context to check the inferred meaning of a word. Complete a close reading Pre-write, plan, and produce clear and coherent writing in response to a prompt. Perform an initial reading of a text and demonstrate comprehension by answering short analysis questions. Use context clues to determine the meanings of words Apply academic vocabulary correctly. Identify the central or main idea. Apply knowledge of media in exploring a subject. 	

Interdisciplinary Connections: Students will apply knowledge of reading and writing strategies across all content areas.

Stage 2: Assessment Evidence

Performance Task(s):	Other Evidence:
 Unit Assessments DLM/ Alternate Assessment electronic assessments/ quizzes Quizzez assessments 	 Reading Assignments Writing Assignments Skill Assignments Journal writing activities Reading log
Learning Opportunities/Strategies:	e 3: Learning Plan Resources:
 Daily journal writing with written or visual prompts Write basic sentences using capitalization and punctuation. Using resources to define vocabulary (dictionary.com, dictionary, index, and other sources) Write a paragraph with an introduction and concluding sentence. Self-assess and assess peers' writing. Retell, reenact, dramatize, or draw stories or parts of stories Make a timetable telling sequence of events from a reading Make a chart comparing various characters Identify and compile a list of unfamiliar words from texts read. Using the list they will define or illustrate the word after researching the meaning. Begin, maintain, and end a conversation with a peer for 2 to 5 minutes using on topic comments and questions. Use the think-pair-share method to answer questions and communicate ideas. Learning to learn: Students will review study skills at the beginning of each unit and as needed throughout the day. Students will practice using various strategies while reading and writing. Repeat and Practice: Students will repeat lessons as needed. Students will practice reading sight words and basic skills throughout the lessons. Visuals and Graphic Organizers: Students will use graphic organizers and other visuals to organize materials. 	 IXL Resources will vary. Modified materials and substitutions may be needed. Low- level, high interest readers and modified texts Online assessments such as electronic assessments/, Quizziz, Brainpop, and edpuzzle, etc. Speech to text/text to speech and texts on audio White Fang EdCon Publishing reading and materials; audio IF poem audio Pro-Ed PCI Essential Sight Words Leveled books and comprehension practice sheets and note cards. Journal prompts- written and visual Education.com Edhelper.com GLSEN Educator Resources For Educators: Supporting LGBTOIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities

• Connections and background knowledge:
Students will use prior knowledge to connect
new material to what they already know.
Students will make connections from the
material to their lives.
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	Struggling Students	Special Needs/ELL
	Students	Strugging Students	
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.	Modified materials Emphasis on skills needed to succeed (reading, writing, listening, speaking, how to find information, using technology) All modifications indicated in the IEP will be followed, in addition to any accommodations and modifications that will enhance the learning experience for the students. Students will focus on being able to read and comprehend a variety of materials, and write to communicate clearly. Small group instruction. Modeling and practicing how to use reference material both in print and online. Extended units Extended time Repeated instruction Text to speech Use of visuals, audio, and graphic organizers Give directions through several channels: auditory, visual, kinesthetic, model. Vary grouping arrangements: small, large, and individual. Provide small group instruction for reading/writing; Utilize peer buddy system in cooperative learning; Set short term goals to improve student success. Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids. Use various techniques and materials to teach a lesson,	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 Use of Access Path materials: break core instruction down into discrete tasks, hone in on the language development and foundational skills, technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and alternate between whole group, small group, and one-on-one instruction. Use access handouts containing 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.

	based on the student's	kinesthetic, model.
	functioning level.	Vary grouping arrangements:
	Give immediate feedback.	small, large, and individual.
	Provide correctly completed	Provide small group instruction for
	examples.	reading/writing.
	Provide assistance in note	Utilize the peer buddy system in
	taking by providing note taking	cooperative learning.
	templates and study guides.	Set short term goals to improve
	Provide frequent reviews of	student success.
	current concepts and	Vary presentation of lessons:
	information taught.	demonstrate, verbal, written,
	Highlight major points of the	audio/visual learning aids.
	lesson.	Use various techniques and
	Break assignments into smaller	materials to teach a lesson, based
	tasks.	on the student's functioning level.
	Discuss the purpose of each	Give immediate feedback.
	assignment.	Provide correctly completed
	Use drill and repetition.	examples.
	Relate abstract thinking to	Provide assistance in note taking
	students' prior knowledge.	by providing note taking templates
	Specify material required in	and study guides.
	notes.	Provide frequent reviews of current
	Review and explain vocabulary	concepts and information taught.
	before reading.	Highlight major points of a lesson.
	Provide assistance for	Break assignments into smaller
	comprehension of reading	tasks.
	assignments.	Discuss the purpose of each
	Frequently check for	assignment.
	understanding.	Use drill and repetition.
	Provide direct instruction in	Relate abstract thinking to students'
	editing techniques.	prior knowledge.
	Re-teach and review requisite	Specify material required in notes.
	skills before introducing a new	Review and explain vocabulary
	skill or concept.	before reading.
	Provide pre-reading strategies	Provide assistance for
	to assist with comprehension.	comprehension of reading
	Encourage students to ask	assignments.
	questions to help with	Frequently check for
	understanding material.	understanding.
	Precede written work within	Provide direct instruction in editing
	oral discussion to assist with	techniques
	organization, planning and	Re-teach and review requisite
	prompt ideas.	skills before introducing a new
	Provide frequent opportunities	skill or concept.
	to read both orally and silently	Provide pre-reading strategies to
	at independent and	assist with comprehension.
	instructional levels.	Encourage students to ask
		questions to help with
		understanding material.
		Precede written work within oral
		discussion to assist with
		organization, planning and prompt
		ideas.

		r	Provide frequent opportunities to read both orally and silently at ndependent and instructional evels.	
Unit 2: Taking a Star	nd			
		Stage 1: Desired Results		
<u>Standards & Indica</u> Language Domain	<u>tors</u> :			
	juage. System and Structure of L glish language when writing or sp	anguage.9-10.1. Demonstrate com eaking.	nmand of the system and	
A. Us	e parallel structure.			
an		, verb, adjectival, adverbial, partici ent; noun, relative, adverbial) to cor presentations.		
•	· · · · · ·	10.2. Apply knowledge of language en reading, writing, speaking or lis		
		academic and domain-specific wo ning at the college and career reac		
	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.			
bo	5 1	erence materials (e.g., dictionaries nunciation of a word or determine		
	rify the preliminary determination erred meaning in context or in a c	of the meaning of a word or phras lictionary).	e (e.g., by checking the	
Reading Domain EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text. EE.RL.9-10.5 Identify where a text deviates from a chronological presentation of events. EE.RI.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially. EE.L.9-10.4.a Use context to determine the meaning of unknown words. EE.L.9-10.5.b Determine the intended meaning of multiple meaning words. EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.				

EE.RI.9-10.8 Determine how the specific claims support the argument made in an informational text.

RL.Cl.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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Range of Reading and Level of Text Complexity

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems. By the end of grade 9, read and comprehend literary nonfiction.

Writing Domain

EE.L.9-10.2.c Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

EE.W.9-10.2.c Use complete, simple sentences as appropriate.

EE.W.9-10.2.d Use domain specific vocabulary when writing claims related to a topic of study or text.

EE.W.9-10.2.f Provide a closing.

EE.W.9-10.2.a Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.

EE.W.9-10.2.b Develop the topic with facts or details.

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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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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	Performan	ce Expectations	Core Ideas	
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.	
Central Idea / Enduring Understanding:		Essential/Guiding Question:		
• Effective readers use strategies before, during, and after reading to construct and extend		If rules are put in place to keep we should be fighting against t	p us safe, is there ever a time when hem?	
meaning according to the text and purpose.Use writing to clearly communicate ideas,		Writing:		
incorporating technology when appropriate.		How can technology be used in	written communication?	

• Writing is developed by independent,	How does having writing as part of my daily routine strengthen my	
purposeful and engaged writing for extended	writing?	
and short periods of time for a variety of tasks,	Why is it important to use correct punctuation?	
purposes and audiences.	How does professional writing differ from personal writing?	
• Listening skills are critical for learning and	Why does organized writing cause the writer to appear more	
communicating.	competent and able to express himself?	
• Visual materials enhance understanding.		
	Reading:	
	Why is it important to use background knowledge while reading?	
	How does identifying the main idea help me as a reader gain meaning	
	from the text?	
	How do I figure out a word I do not know?	
	How does literature relate to my life?	
	Why is it important to read/watch news reports?	
	What is propaganda?	
	Is everything you read on the internet true?	
	How can you tell fact from fiction?	
	How does reading signs, labels, and directions lead to a healthy	
	lifestyle?	
	Listening and Speaking:	
	How do you listen?	
	How can technology help us communicate with others?	
	Why is it important to speak effectively?	
	When is it appropriate to ask questions?	
	What are different ways I can express my ideas and opinions?	
	How can listening and speaking skills be used to improve	
	relationships?	
Content:	Skills(Objectives):	
Featured Genres	• Use context clues to determine the meanings of words	
Fiction	 Define vocabulary words using context. 	
Poetry	 Acquire and apply academic vocabulary correctly. 	
Drama	 Identify characters 	
Nonfiction	 Identify how a character's decisions advance plot 	
	 Use dictionaries to confirm and clarify meaning, and use 	
Key Reading Skills	context to check the inferred meaning of a word.	
Character	 Complete a close reading 	
Tone	 Pre-write, plan, and produce clear and coherent writing in 	
Author's Purpose and Author's Point of	response to a prompt.	
View/background	 Perform an initial reading of a text and demonstrate 	
Central or Main Idea	comprehension by answering short analysis questions.	
Media/technology	 Apply academic vocabulary correctly. 	
	 Identify the central or main idea. 	
Key Writing Skills	 Apply knowledge of media in exploring a subject. 	
Supporting Details	- Appry knowledge of media in exploring a subject.	
Supporting Details		

Paragraphs and Transitions			
Interdisciplinary Connections: Students will apply knowledge of reading and writing strategies across all content areas.			
Stage 2:	Assessment Evidence		
Performance Task(s):	Other Evidence:		
 Unit Assessments DLM/ Alternate Assessment electronic assessments//electronic game quizzes Quizzez assessments 	 Reading Assignments Writing Assignments Skill Assignments Journal writing activities Reading log 		
	e 3: Learning Plan		
 Learning Opportunities/Strategies: Daily journal writing with written or visual prompts Students will pick a mythological god or goddess and write their own story using their choice as the main character. Write basic sentence using capitalization and punctuation. Write a paragraph with an introduction and concluding sentence. Self-assess and assess peers' writing. Retell, reenact, dramatize, or draw stories or parts of stories Make a timetable telling sequence of events from a reading Make a chart comparing various characters Identify and compile a list of unfamiliar words from texts read. Using the list they will define or illustrate the word after researching the meaning. Begin, maintain, and end a conversation with a peer for 2 to 5 minutes using on topic comments and questions. Use the think-pair-share method to answer questions and communicate ideas. Using resources to define vocabulary (dictionary.com, dictionary, index, and other sources) Learning to learn: Students will review study skills at the beginning of each unit and as needed throughout the day. Students will practice using various strategies while reading and writing. 	Resources: IXL Resources will vary. Modified materials and substitutions may be needed. The play Antigone on wordpress Mythology stories and pictures from education.com Low- level, high interest readers and modified texts Online assessments such as electronic assessments/, Quizziz, Brainpop, and edpuzzle. Low level, high interest readers, such as EdCon Publishing books and audio. Nonfiction low level readers, such as Time Magazine Nonfiction reader series. Education.com Edhelper.com Lower grade level text and novels as per student's IEP Modified texts and novels as per student's IEP. Pro-Ed PCI Essential Sight Words Leveled books and comprehension practice sheets and note cards. Journal prompts- written and visual GLSEN Educator Resources For Educators: Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities		

٠	Repeat and Practice: Students will repeat
	lessons as needed. Students will practice
	reading sight words and basic skills throughout
	the lessons.
٠	Visuals and Graphic Organizers: Students
	will use graphic organizers and other visuals to
	organize materials.
•	Connections and background knowledge:
	Students will use prior knowledge to connect
	new material to what they already know.
	Students will make connections from the
	material to their lives.
٠	Writing Skills: Skill lessons break the writing
	process down and aid students as they learn to
	"write routinely

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	Struggling Students	Special Needs/ELL
5 5	Students		
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.	Students 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.	Modified materials Emphasis on skills needed to succeed (reading, writing, listening, speaking, how to find information, using technology) All modifications indicated in the IEP will be followed, in addition to any accommodations and modifications that will enhance the learning experience for the students. Students will focus on being able to read and comprehend a variety of materials, and write to communicate clearly. Small group instruction. Modeling and practicing how to use reference material both in print and online. Extended units Extended time Repeated instruction Text to speech Use of visuals, audio, and graphic organizers Give directions through several channels: auditory, visual, kinesthetic, model. Vary grouping arrangements: small, large, and individual.	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 Use of Access Path materials: break core instruction down into discrete task, hone in on the language development and foundational skills, technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and alternate between whole group, small group, and one-on-one instruction.

Provide small group instruction	Use access handouts containing
for reading/writing;	sentence frames, graphic
Utilize peer buddy system in	organizers, glossaries, and many
cooperative learning;	other activities so students have the
Set short term goals to improve	scaffolds they need to complete
student success.	core assignments alongside their
Vary presentation of lessons:	on-grade level classmates.
demonstrate, verbal, written,	on grade iever erassinates.
audio/visual learning aids.	IEP Modifications:
Use various techniques and	Give directions through several
materials to teach a lesson,	channels: auditory, visual,
based on the student's	
	kinesthetic, model.
functioning level.	Vary grouping arrangements:
Give immediate feedback.	small, large, and individual.
Provide correctly completed	Provide small group instruction for
examples.	reading/writing.
Provide assistance in note	Utilize a peer buddy system in
taking by providing note taking	cooperative learning.
templates and study guides.	Set short term goals to improve
Provide frequent reviews of	student success.
current concepts and	Vary presentation of lessons:
information taught.	demonstrate, verbal, written,
Highlight major points of the	audio/visual learning aids.
lesson.	Use various techniques and
Break assignments into smaller	materials to teach a lesson, based
tasks.	on the student's functioning level.
Discuss the purpose of each	Give immediate feedback.
assignment.	Provide correctly completed
Use drill and repetition.	examples.
Relate abstract thinking to	Provide assistance in note taking
students' prior knowledge.	by providing note taking templates
Specify material required in	and study guides.
notes.	Provide frequent reviews of current
Review and explain vocabulary	concepts and information taught.
before reading.	Highlight major points of a lesson.
Provide assistance for	Break assignments into smaller
comprehension of reading	tasks.
assignments.	Discuss the purpose of each
Frequently check for	assignment.
understanding.	Use drill and repetition.
Provide direct instruction in	Relate abstract thinking to students'
editing techniques.	prior knowledge.
Re-teach and review requisite	Specify material required in notes.
skills before introducing a new	Review and explain vocabulary
skill or concept.	before reading.
Provide pre-reading strategies	Provide assistance for
to assist with comprehension.	comprehension of reading
-	
Encourage students to ask	assignments.
questions to help with	Frequently check for
understanding material.	understanding.
Precede written work within	Provide direct instruction in editing
oral discussion to assist with	techniques.
	Re-teach and review requisite

		organization, planning and prompt ideas. Provide frequent opportunities to read both orally and silently at independent and instructional levels.	skills before introducing a new skill or concept. Provide pre-reading strategies to assist with comprehension. Encourage students to ask questions to help with understanding material. Precede written work within oral discussion to assist with organization, planning and prompt ideas. Provide frequent opportunities to read both orally and silently at independent and instructional levels.
Unit 3: Technical	Difficulties		
<u>Standards & Ind</u> Language Domai	licators:	tage 1: Desired Results	
	anguage. System and Structure of La English language when writing or spe		ommand of the system and
А.	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.			
	nguage. Knowledge of Language.9-1 e, and to comprehend more fully whe		
	Acquire and use accurately general a reading, writing, speaking, and listen	•	
	 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.		
unknown and mu	nguage. Vocabulary Acquisition, Use ultiple-meaning words and phrases b sing flexibly from a range of strategie	ased on grades 9–10 reading a	, ,
	Use context (e.g., the overall meanin in a sentence) as a clue to the mean		text; a word's position or function
	Consult general and specialized refe both print and digital, to find the pron its part of speech, or its etymology.		
	Verify the preliminary determination of inferred meaning in context or in a di		ase (e.g., by checking the

Reading Domain

EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.

EE.RL.9-10.5 Identify where a text deviates from a chronological presentation of events.

EE.RI.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.

EE.L.9-10.4.a Use context to determine the meaning of unknown words.

EE.L.9-10.5.b Determine the intended meaning of multiple meaning words.

EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.

EE.RI.9-10.8 Determine how the specific claims support the argument made in an informational text.

RL.Cl.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.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.

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

EE.L.9-10.2.c Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

EE.W.9-10.2.c Use complete, simple sentences as appropriate.

EE.W.9-10.2.d Use domain specific vocabulary when writing claims related to a topic of study or text.

EE.W.9-10.2.f Provide a closing.

EE.W.9-10.2.a Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.

EE.W.9-10.2.b Develop the topic with facts or details.

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.

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.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.

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.

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	Performan	ce Expectations	Core Ideas
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.
Central Idea/Enduring Understanding:		Essential/Guiding Question :	
		How does human compassion world?	inform our understanding of the

 Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose. Use writing to clearly communicate ideas, incorporating technology when appropriate. 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. 	Writing: How can technology be used in written communication? How does having writing as part of my daily routine strengthen my writing? Why is it important to use correct punctuation? How does professional writing differ from personal writing? Why does organized writing cause the writer to appear more competent and able to express himself? Reading: Why is it important to use background knowledge while reading? How does identifying the main idea help me as a reader gain meaning from the text? How does literature relate to my life? Why is it important to read/watch news reports? What is propaganda? Is everything you read on the Internet true? How does reading signs, labels, and directions lead to a healthy lifestyle? How do I figure out a word I do not know? Listening and Speaking: How do you listen? Why is it important to speak effectively? When is it appropriate to ask questions? Why is it appropriate to ask questions?	
	How can listening and speaking skills be used to improve relationships?	
Content:	Skills(Objectives):	
Featured Genres Fiction Poetry Drama Nonfiction Key Reading Skills Character Tone Author's Purpose and Author's Point of View/background Central or Main Idea Media/technology Key Writing Skills Supporting Details	 Define vocabulary words using context. Acquire and apply academic vocabulary correctly. Identify characters. Identify how a character's decisions advance plot Use dictionaries to confirm and clarify meaning, and use context to check the inferred meaning of a word. Complete a close reading. Pre-write, plan, and produce clear and coherent writing in response to a prompt. Perform an initial reading of a text and demonstrate comprehension by answering short analysis questions. Use context clues to determine the meanings of words. Apply academic vocabulary correctly. Identify the central or main idea. Apply knowledge of media in exploring a subject. 	

Paragraphs and Transitions	
Interdisciplinary Connections:	
Students will apply knowledge of reading and writing stra	
	Assessment Evidence Other Evidence:
<u>Performance Task(s):</u>	Other Evidence:
 Unit Assessments DLM/ Alternate Assessment electronic assessments/ quizzes Quizzez assessments 	Reading Assignments Writing Assignments Skill Assignments Journal writing activities Reading log e 3: Learning Plan
Learning Opportunities/Strategies:	Resources:
 Daily journal writing with written or visual prompts Write basic sentences using capitalization and punctuation. Using resources to define vocabulary (dictionary.com, dictionary, index, and other sources) Write a paragraph with an introduction and concluding sentence. Self-assess and assess peers' writing. Retell, reenact, dramatize, or draw stories or parts of stories Make a timetable telling sequence of events from a reading Make a chart comparing various characters Identify and compile a list of unfamiliar words from texts read. Using the list they will define or illustrate the word after researching the meaning. Begin, maintain, and end a conversation with a peer for 2 to 5 minutes using on topic comments and questions. Use the think-pair-share method to answer questions and communicate ideas. Learning to learn: Students will review study skills at the beginning of each unit and as needed throughout the day. Students will practice using various strategies while reading and writing. Repeat and Practice: Students will repeat lessons as needed. Students will practice reading sight words and basic skills throughout the lessons. 	LXL Resources will vary. Modified materials and substitutions may be needed. Pacemaker Classic Frankenstein Low- level, high interest readers and modified texts Online assessments such as electronic assessments/, Quizziz, Brainpop, and edpuzzle. Edhelper.com Education.com Speech to text/text to speech and texts on audio Pro-Ed PCI Essential Sight Words Leveled books and comprehension practice sheets and note cards. Journal prompts- written and visual GLSEN Educator Resources For Educators: Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities

•	Visuals and Graphic Organizers: Students
	will use graphic organizers and other visuals to
	organize materials.
٠	Connections and background knowledge:
	Students will use prior knowledge to connect
	new material to what they already know.
	Students will make connections from the
	material to their lives.
•	Writing Skills: Skill lessons break the writing
	process down and aid students as they learn to
	"write routinely over extended and shorter time
	frames.

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	Struggling Students	Special Needs/ELL
High-Achieving Students 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.		Modified materials Emphasis on skills needed to succeed (reading, writing, listening, speaking, how to find information, using technology) All modifications indicated in the IEP will be followed, in addition to any accommodations and modifications that will enhance the learning experience for the students. Students will focus on being able to read and comprehend a variety of materials, and write to communicate clearly. Small group instruction. Modeling and practicing how to use reference material both in print and online. Extended units Extended time Repeated instruction Text to speech Use of visuals, audio, and graphic organizers Give directions through several channels: auditory, visual, kinesthetic, model. Vary grouping arrangements:	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 Use of Access Path materials: break core instruction down into discrete tasks, hone in on the language development and foundational skills, technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and alternate
		small, large, and individual. Provide small group instruction for reading/writing; Utilize peer buddy system in	between whole group, small group, and one-on-one instruction. Use access handouts containing sentence frames, graphic
		cooperative learning;	organizers, glossaries, and many

	, , , , , , , , , , , , , , , , , , ,
Set short term goals to improve	other activities so students have the
student success.	scaffolds they need to complete
Vary presentation of lessons:	core assignments alongside their
demonstrate, verbal, written,	on-grade level classmates.
audio/visual learning aids.	
Use various techniques and	IEP Modifications:
materials to teach a lesson,	Give directions through several
based on the student's	channels: auditory, visual,
functioning level.	kinesthetic, model.
Give immediate feedback.	Vary grouping arrangements:
Provide correctly completed	small, large, and individual.
examples.	Provide small group instruction for
Provide assistance in note	reading/writing.
taking by providing note taking	Utilize a peer buddy system in
templates and study guides.	cooperative learning.
Provide frequent reviews of	Set short term goals to improve
current concepts and	student success.
information taught.	Vary presentation of lessons:
Highlight major points of the	demonstrate, verbal, written,
lesson.	audio/visual learning aids.
Break assignments into smaller	Use various techniques and
tasks.	materials to teach a lesson, based
Discuss the purpose of each	on the student's functioning level.
assignment.	Give immediate feedback.
Use drill and repetition.	Provide correctly completed
Relate abstract thinking to	examples.
students' prior knowledge.	Provide assistance in note taking
Specify material required in	by providing note taking templates
notes.	and study guides.
Review and explain vocabulary	Provide frequent reviews of current
before reading.	concepts and information taught.
Provide assistance for	Highlight major points of a lesson.
comprehension of reading	Break assignments into smaller
assignments.	tasks.
Frequently check for	Discuss the purpose of each
understanding.	assignment.
Provide direct instruction in	Use drill and repetition.
	1
editing techniques. Re-teach and review requisite	Relate abstract thinking to students'
	prior knowledge. Specify material required in notes.
skills before introducing a new	1 1 1
skill or concept.	Review and explain vocabulary
Provide pre-reading strategies	before reading.
to assist with comprehension.	Provide assistance for
Encourage students to ask	comprehension of reading
questions to help with	assignments.
understanding material.	Frequently check for
Precede written work within	understanding.
oral discussion to assist with	Provide direct instruction in editing
organization, planning and	techniques.
prompt ideas.	Re-teach and review requisite
Provide frequent opportunities	skills before introducing a new
to read both orally and silently	skill or concept.
	Provide pre-reading strategies to

	at independent and instructional levels.	assist with comprehension. Encourage students to ask questions to help with understanding material. Precede written work within oral discussion to assist with organization, planning and prompt ideas. Provide frequent opportunities to read both orally and silently at independent and instructional levels.	
Unit 4: The Human Connection			
Standards & Indicators:	Stage 1: Desired Results		
Language Domain			
L.SS.9–10.1. Language. System and Structure of		trate command of the system and	
structure of the English language when writing or s A. Use parallel structure.	реакілд.		
 A. Ose 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. 			
L.KL.9–10.2. Language. Knowledge of Language. meaning, or style, and to comprehend more fully w			
 A. Acquire and use accurately generative reading, writing, speaking, and list 		ecific words and phrases, sufficient for reer 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.			
both print and digital, to find the pr	B. 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.		
	C. 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).		
Reading Domain			

EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.

EE.RL.9-10.5 Identify where a text deviates from a chronological presentation of events.

EE.RI.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.

EE.L.9-10.4.a Use context to determine the meaning of unknown words.

EE.L.9-10.5.b Determine the intended meaning of multiple meaning words.

EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.

EE.RI.9-10.8 Determine how the specific claims support the argument made in an informational text.

RL.Cl.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.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.

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

EE.L.9-10.2.c Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

EE.W.9-10.2.c Use complete, simple sentences as appropriate.

EE.W.9-10.2.d Use domain specific vocabulary when writing claims related to a topic of study or text. EE.W.9-10.2.f Provide a closing.

EE.W.9-10.2.a Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.

EE.W.9-10.2.b Develop the topic with facts or details.

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.

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.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.

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.

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	Performan	ce Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to result skills and ideas (e.g., 1.1.12)	eflect, analyze, and use creative prof.CR3a).	With a growth mindset, failure is an important part of success.
Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose.		Essential/Guiding Question: How do our interactions wir larger world make us who w	th those around us and with the we are?

 Use writing to clearly communicate ideas, incorporating technology when appropriate. 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. 	 Writing Why does organized writing make the writer appear more competent and, perhaps, the results more positive? How does a truly competent writer express himself? Why does well-organized, cohesive writing produce understanding for the reader? How does professional writing differ from personal writing? How does a writer choose a particular form of communication? How can writing help us understand our world better? Reading LIterature How do I find the pronunciation or meaning of an unknown word? How does understanding a text's story elements, including its character development, help convey meaning?
Content:	 How does an author use figurative language to enhance meaning? How does fluency affect comprehension? Why do readers need to pay attention to the writer's choice of words? How does literature relate to life?
Key Reading Skills Character Tone Author's Purpose and Author's Point of View/background Central or Main Idea Media/technology Key Writing Skills Supporting Details Paragraphs and Transitions	 Skills(Objectives): Acquire and apply academic vocabulary correctly. Define vocabulary words using context. Identify characters Identify how a character's decisions advance plot Use dictionaries to confirm and clarify meaning, and use context to check the inferred meaning of a word. Complete a close reading Pre-write, plan, and produce clear and coherent writing in response to a prompt. Perform an initial reading of a text and demonstrate comprehension by answering short analysis questions. Use context clues to determine the meanings of words. Apply academic vocabulary correctly. Identify the central or main idea. Apply knowledge of media in exploring a subject.
	Assessment Evidence
<u>Performance Task(s):</u>	Other Evidence:

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- TT '4 A	- De l'esta include
Unit Assessments	Reading Assignments
 DLM/ Alternate Assessment 	Writing Assignments
 electronic assessments/ quizzes 	Skill Assignments
Quizzez assessments	 Journal writing activities

	Reading log
Stor	23: Learning Plan
earning Opportunities/Strategies:	Resources:
 Daily journal writing with written or visual prompts Write basic sentences using capitalization and punctuation. Write a paragraph with an introduction and concluding sentence. Self-assess and assess peers' writing. Retell, reenact, dramatize, or draw stories or parts of stories Make a timetable telling sequence of events from a reading Make a chart comparing various characters Identify and compile a list of unfamiliar words from texts read. Using the list they will define or illustrate the word after researching the meaning. Begin, maintain, and end a conversation with a peer for 2 to 5 minutes using on topic comments and questions. Use the think-pair-share method to answer questions and communicate ideas. Learning to learn: Students will review study skills at the beginning of each unit and as needed throughout the day. Students will practice using various strategies while reading and writing. Repeat and Practice: Students will repeat lessons as needed. Students will practice reading sight words and basic skills throughout the lessons. Visuals and Graphic Organizers: Students will use graphic organizers and other visuals to organize materials. Connections and background knowledge: Students will use prior knowledge to connect new material to what they already know. Students will make connections from the material to their lives. Writing Skills: Skill lessons break the writing process down and aid students as they learn to "write routinely over extended and shorter time frames." 	IXL Resources will vary. Modified materials and substitutions may be needed. Lower grade level text and novels as per student's IEP, such as The Jungle Book Low-level, high interest readers and modified texts Online assessments such as electronic assessments/, Quizziz, Brainpop, and edpuzzle. Education.com Edhelper.com Speech to text/text to speech and texts on audio Pro-Ed PCI Essential Sight Words Leveled books and comprehension practice sheets and note cards. Journal prompts- written and visual GLSEN Educator Resources For Educators: Supporting LGBTOIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities

*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 Struggling Students** Special Needs/ELL Students Each lesson in the unit The Core Path of each Give directions through several Any student requiring further channels: auditory, visual, accommodations and/or contains resources and unit contains ten to twelve guidance for teachers to texts and text excerpts kinesthetic, model. modifications will have them enrich and extend from a variety of genres Vary grouping arrangements: individually listed in their 504 Plan activities for beyond and text types. Each unit small, large, and individual. or IEP. These might include, but grade-level learners. The contains at least one text Provide small group instruction are not limited to: breaking lesson plans are divided drawn from the Common for reading/writing; assignments into smaller tasks. Utilize peer buddy system in into two parts: the Core giving directions through several Core's Appendix B list of Path, for core instruction; exemplar texts. The cooperative learning; channels (auditory, visual, and the Access Path, for instructional routines are Set short term goals to improve kinesthetic, model), and/or small group instruction for scaffolded instruction. developed around these student success. texts to support best Vary presentation of lessons: reading/writing practices in reading demonstrate, verbal, written, instruction and aid audio/visual learning aids. ELL supports should include, but students in meaning Use various techniques and are not limited to, the following: materials to teach a lesson, Extended time making, effective expression, language based on the student's Provide visual aids development and the functioning level. Repeated directions acquisition of content Give immediate feedback. Differentiate based on proficiency knowledge and Provide correctly completed Provide word banks foundational skills. Allow for translators, dictionaries examples. Provide assistance in note Use of Access Path materials: taking by providing note taking templates and study guides. break core instruction down into Provide frequent reviews of discrete tasks, hone in on the current concepts and language development and information taught. foundational skills, technology Highlight major points of the tools like Closed Captioning and lesson. Audio Text Highlight to engage and instruct learners, and alternate Break assignments into smaller between whole group, small group, tasks. Discuss the purpose of each and one-on-one instruction. assignment. Use access handouts containing Use drill and repetition. sentence frames, graphic Relate abstract thinking to organizers, glossaries, and many students' prior knowledge. other activities so students have the Specify material required in scaffolds they need to complete core assignments alongside their notes. Review and explain vocabulary on-grade level classmates. before reading. Provide assistance for **IEP Modifications:** comprehension of reading Give directions through several assignments. channels: auditory, visual, Frequently check for kinesthetic, model. understanding. Vary grouping arrangements: Provide direct instruction in small, large, and individual. editing techniques. Provide small group instruction for reading/writing. Utilize a peer buddy system in

Re-teach and review requisite skills before introducing a new skill or concept.Provide pre-reading strategies to assist with comprehension.Encourage students to ask questions to help with understanding material.Precede written work within oral discussion to assist with organization, planning and prompt ideas.Provide frequent opportunities to read both orally and silently at independent and instructional levels. Modified materials	cooperative learning. Set short term goals to improve student success. Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids. Use various techniques and materials to teach a lesson, based on the student's functioning level. Give immediate feedback. Provide correctly completed examples. Provide assistance in note taking by providing note taking templates and study guides. Provide frequent reviews of current concepts and information taught.
information, using technology) All modifications indicated in the IEP will be followed, in addition to any accommodations and modifications that will enhance the learning experience for the students. Students will focus on being able to read and comprehend a variety of materials, and write to communicate clearly. Small group instruction. Modeling and practicing how to use reference material both in print and online. Extended units Extended time Repeated instruction Text to speech Use of visuals, audio, and graphic organizers	Discuss the purpose of each assignment. Use drill and repetition. Relate abstract thinking to students' prior knowledge. Specify material required in notes. Review and explain vocabulary before reading. Provide assistance for comprehension of reading assignments. Frequently check for understanding. Provide direct instruction in editing techniques. Re-teach and review requisite skills before introducing a new skill or concept. Provide pre-reading strategies to assist with comprehension. Encourage students to ask questions to help with understanding material. Precede written work within oral discussion to assist with organization, planning and prompt ideas. Provide frequent opportunities to read both orally and silently at independent and instructional levels.

PACING GUIDE

English II	Resources	Standards
MP 1 (Interim 1)		
MP 1 (Interim 1) UNIT 1: Destiny Days 24 Daily IXL Independent Practice Key Reading Skills Character Tone Author's Purpose and Author's Point of View/background Central or Main Idea Media/technology Key Writing Skills Supporting Details Paragraphs and Transitions	IXL Resources will vary. Modified materials and substitutions may be needed. Low- level, high interest readers and modified texts Online assessments such as electronic assessments/, Quizziz, Brainpop, and edpuzzle, etc. Speech to text/text to speech and texts on audio White Fang EdCon Publishing reading and materials; audio IF poem audio Pro-Ed PCI Essential Sight Words Leveled books and comprehension practice sheets and note cards. Journal prompts- written and visual Education.com Edhelper.com GLSEN Educator Resources For Educators: Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities	L.SS.9-10.1.A.B. L.KL.9-10.2.A.B.C. L.VL.9-10.3.A.B.C. EE.RL.9-10.1 EE.RL.9-10.5 EE.RL.9-10.1 EE.L.9-10.5.b EE.RL.9-10.1 EE.R.9-10.7 RL.CI.9-10.2. RL.IT.9-10.3. RL.MF.9-10.6. RI.MF.9-10.6. RI.AA.9-10.7. RL.CT.9-10.8. EE.L.9-10.2.C EE.W.9-10.2.C EE.W.9-10.2.D EE.W.9-10.2.B EE.W.9-10.2.B EE.W.9-10.2.B W.IW.9-10.2.A.B.C.D. W.WP.9-10.4. W.WR.9-10.7. SL.PE.9-10.1. SL.UM.9-10.5.
MP 1 (Interim 2)		
UNIT 2: Taking A Stand Days 22	IXL Resources will vary. Modified materials and substitutions may be needed. The play Antigone on wordpress	L.SS.9–10.1.A.B. L.KL.9–10.2.A.B.C. L.VL.9–10.3.A.B.C. EE.RL.9-10.1 EE.PL 9. 10.5
Daily IXL Independent Practice	Mythology stories and pictures from education.com	EE.RL.9-10.5 EE.RI.9-10.1 EE.L.9-10.4.A
Featured Genres Fiction Poetry Drama Nonfiction	Low- level, high interest readers and modified texts Online assessments such as electronic assessments/, Quizziz, Brainpop, and edpuzzle.	EE.L.9-10.5.b EE.RL.9-10.1 EE.RI.9-10.8 RL.CI.9–10.2. RI.CI.9–10.2.

	Low level, high interest readers, such as	RL.IT.9–10.3.
Key Reading Skills	EdCon Publishing books and audio.	RI.IT.9–10.3.
Character	Nonfiction low level readers, such as	RL.MF.9–10.6.
Tone	Time Magazine Nonfiction reader series.	RI.MF.9–10.6.
Author's Purpose and Author's Point of	Education.com	RI.AA.9–10.7.
View/background	Edhelper.com	RL.CT.9–10.8.
Central or Main Idea		RI.CT.9–10.8.
	•	EE.L.9-10.2.C
Media/technology	student's IEP	EE.W.9-10.2.C
	Modified texts and novels as per	EE.W.9-10.2.D
Key Writing Skills	student's IEP.	EE.W.9-10.2.F
Supporting Details	Pro-Ed PCI Essential Sight Words	EE.W.9-10.2.B
Paragraphs and Transitions	Leveled books and comprehension	EE.W.9-10.2.B
	practice sheets and note cards.	W.IW.9–10.2.A.B.C.D.
	Journal prompts- written and visual	W.WP.9–10.4.
	1 1	W.WR.9–10.5.
	GLSEN Educator Resources	W.RW.9–10.7.
	For Educators: Supporting LGBTQIA	SL.PE.9–10.1.
	Youth Resource List	SL.UM.9–10.5.
	Respect Ability: Fighting Stigmas,	
	Advancing	
	<u>Opportunities</u>	
MP 2 (Interim 3)		
UNIT 3: Technical Difficulties	IXL	L.SS.9–10.1.A.B.
	Resources will vary. Modified materials	L.KL.9–10.2.A.B.C.
Days 22	and substitutions may be needed.	L.VL.9–10.3.A.B.C.
	Pacemaker Classic Frankenstein	EE.RL.9-10.1
Daily IXL Independent Practice	Low- level, high interest readers and	EE.RL.9-10.5
Daily IXL independent l'factice	modified texts	EE.RI.9-10.1
	Online assessments such as electronic	EE.L.9-10.4.A
Featured Genres		EE.L.9-10.5.b
Fiction	assessments/, Quizziz, Brainpop, and	EE.RL.9-10.1
Poetry	edpuzzle.	EE.RI.9-10.8
Drama		RL.CI.9–10.2.
Nonfiction	Education.com	RI.CI.9–10.2.
	Speech to text/text to speech and texts on	RL.IT.9–10.3.
Key Reading Skills	audio	RI.IT.9–10.3.
Character	Pro-Ed PCI Essential Sight Words	RL.MF.9–10.6.
Tone	Leveled books and comprehension	RI.MF.9–10.6.
	practice sheets and note cards.	RI.AA.9–10.7.
Author's Purpose and Author's Point of	Journal prompts- written and visual	RL.CT.9–10.8.
View/background	Journal prompts- written and visual	RI.CT.9–10.8.
Central or Main Idea		EE.L.9-10.2.C
Media/technology	GLSEN Educator Resources	EE.W.9-10.2.C
	For Educators: Supporting LGBTQIA	EE.W.9-10.2.D
Key Writing Skills	Youth Resource List	EE.W.9-10.2.F
	Respect Ability: Fighting Stigmas,	EE.W.9-10.2.B
Supporting Details	A descention of	EE WO 10.2 D
Supporting Details Paragraphs and Transitions	Advancing	EE.W.9-10.2.B
Supporting Details Paragraphs and Transitions	Advancing Opportunities	EE.W.9-10.2.B W.IW.9–10.2.A.B.C.D. W.WP.9–10.4.

MP 2 (Interim 4)		W.WR.9–10.5. W.RW.9–10.7. SL.PE.9–10.1. SL.UM.9–10.5.
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UNIT 4: The Human Connection	IXL	L.SS.9–10.1.A.B.
	Resources will vary. Modified materials	L.KL.9–10.2.A.B.C.
Days 22	and substitutions may be needed.	L.VL.9–10.3.A.B.C.
	Lower grade level text and novels as per	EE.RL.9-10.1
Daily IXL Independent Practice	student's IEP, such as The Jungle Book	EE.RL.9-10.5
	Low- level, high interest readers and	EE.RI.9-10.1
Featured Genres	modified texts	EE.L.9-10.4.A EE.L.9-10.5.b
Fiction	Online assessments such as electronic	EE.RL.9-10.3.0
Poetry	assessments/, Quizziz, Brainpop, and	EE.RI.9-10.8
Drama	edpuzzle.	RL.CI.9–10.2.
Nonfiction	Education.com	RI.CI.9–10.2.
	Edhelper.com	RL.IT.9–10.3.
Key Reading Skills	Speech to text/text to speech and texts on	RI.IT.9–10.3.
Character	1 1	RL.MF.9–10.6.
Tone	audio	RI.MF.9–10.6.
Author's Purpose and Author's Point of	Pro-Ed PCI Essential Sight Words	RI.AA.9–10.7.
View/background	Leveled books and comprehension	RL.CT.9–10.8.
Central or Main Idea	practice sheets and note cards.	RI.CT.9–10.8.
Media/technology	Journal prompts- written and visual	EE.L.9-10.2.C
		EE.W.9-10.2.C
Key Writing Skills	GLSEN Educator Resources	EE.W.9-10.2.D
Supporting Details	For Educators: Supporting LGBTQIA	EE.W.9-10.2.F
Paragraphs and Transitions	Youth Resource List	EE.W.9-10.2.B
	Respect Ability: Fighting Stigmas,	EE.W.9-10.2.B
	Advancing	W.IW.9–10.2.A.B.C.D.
	<u>Opportunities</u>	W.WP.9–10.4.
		W.WR.9–10.5.
		W.RW.9–10.7. SL.PE.9–10.1.
		SL.PE.9–10.1. SL.UM.9–10.5.
		SL.01VI.7-10.3.