

9 th Grade	Quarter 1 Curriculum Map	Weeks 1-9
Introduction		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.</p> <p>By 2025,</p> <ul style="list-style-type: none"> ● 80% of our students will graduate from high school college or career ready ● 90% of students will graduate on time ● 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity. <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 3).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including the instructional shifts.</p>		
How to Use the Curriculum Maps		
<p>The curriculum map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making bring instructional materials to life in the classroom. To this end, the curriculum map should be viewed as a <i>guide</i>, not a <i>script</i>, and teacher should work to become experts in teaching and adapting the curriculum to meet the needs of their students.</p> <p>Curriculum maps outline the content and pacing for each grade and subject. For the 2017-18 school year, the curriculum maps will be based on a variety of curriculum resources intentionally selected to meet the demands of the TN State Standards and instructional shifts. In addition to the district-adopted textbook, units from LA Believes and LearnZillion will be included in the maps to supplement the current curriculum with deep, topic-driven units that include strong anchor texts and text sets that build knowledge that supports comprehension of grade-level text. Also, the HS English Companion Guide outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the curriculum maps. A few key practices are highlighted in the Companion Guide:</p> <ul style="list-style-type: none"> ● It is critical that teachers not only prepare to deliver <i>lessons</i>, but also prepare to teach from a variety of sources. The HS English Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation. ● HS maps include many links to support instruction, and some instructional materials are digital. Teachers will be able to work more efficiently if they use the maps virtually. ● All HS maps have a section explaining the Culminating Task within the introduction of the unit. Teachers should always keep in mind that the end goal of the unit is the culminating task, so any efforts made to scaffold instruction should be in an effort to further prepare students to be able to complete the culminating task successfully. ● The HS English Companion Guide also outlines a “text talk” process for teachers to read the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning. These text talks are particularly essential in the first year teaching any text. ● The HS English Companion Guide emphasizes that literacy instruction should <i>integrate</i> the elements of literacy instruction, so that reading, writing, speaking, listening, and language instruction work together for students to make meaning of texts and express their understanding. 		

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Guidance for ELA Lessons and Units		
<p>One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. In order for our students to meet the literacy demands of the Standards, our students should be reading and discussing text daily. Teachers are encouraged to build structures and protocols into instruction that support student-driven explorations of text and discussions of content. Writing should be an extension of discussion so that students may record thinking or explain thinking. This may be done formally or informally, on graphic organizers or in journals, as a quick response or an extended response. The more authentic the writing experience, the more students will build knowledge while processing the text and discussion.</p> <p>The curriculum map provides resources to make sure students have these opportunities. Content is divided into units of study, and some units combine to create a larger module, depending on the resource used for the curriculum. Units are organized by week to help teachers align Standards and objectives, which are labeled as "Learning Targets." Each week in the map is divided into lessons; however, not all weeks have five lessons. The expectation is that teachers complete all the lessons of the week within that week, but pacing may vary depending on the needs of the students. Therefore, "flex" time has been added to allow teachers to extend critical learning opportunities and to accommodate various scheduling needs.</p>		
Guidance on Assessments and Tasks		
<p>Instructional strategies have been thoughtfully matched to learning targets and student outcomes included in the maps. Almost all of the chosen strategies come from one of the following reliable sources.</p> <ul style="list-style-type: none"> • Louisiana Believes Instructional Strategies, LA Department of Education • LearnZillion Guidebooks 2.0 (more information here) • Facing History and Ourselves Teaching Strategies • EL Education Protocols <p>Teachers are reminded that instruction and assessments must be aligned to TN State Standards. This includes writing assessments. For state-approved writing rubrics for the 2017-2018 school year, click here: https://www.tn.gov/education/topic/tcap-writing-rubrics</p> <p>Daily instruction helps students read and understand text and express that understanding. Within the maps, daily tasks have been provided to help students prepare to successfully complete a culminating task. With proper scaffolding, collaboration and discussion with peers, and teacher modeling, students should have enough practice through the daily tasks to be prepared for the culminating task</p> <p>The culminating task expects students to consolidate their learning and demonstrate mastery of Standards taught in previous lessons. Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.</p> <p>To assess mastery at a deeper level of understanding, students may also complete cold-read tasks. Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit.</p> <p>Some units include an extension task. Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.</p>		

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SCS Instructional Framework		

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The [2017-18 Coaching Guide](#) can be found here. The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core](#).

Resource Toolkit

The Tennessee ELA Standards & TNReady Blueprints

The Tennessee State ELA Standards:

https://www.tn.gov/assets/entities/sbe/attachments/4-15-16_V_B_English_Language_Arts_Standards_Attachment.pdf

Teachers can access the Tennessee State Standards through this link, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. These standards are new for the 2017-18 school year.

TNReady Blueprints

https://www.tn.gov/assets/entities/education/attachments/tnready_blueprints_ela_grade_9-12.pdf

This document provides information about the design of TNReady assessments. Keep in mind, the TDOE advises that the blueprint "is not intended to be used solely as an instructional resource or as a pacing guide," instead the Standards (above) should be the primary guide for instructional decision making. The blueprint provides additional clarity about how the Standards will be assessed this year.

Shift 1: Regular Practice with Complex Text and its Academic Language

Student Achievement Partners Text Complexity Collection:

<http://achievethecore.org/page/642/text-complexity-collection>

Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection.

Student Achievement Partners Academic Word Finder:

<http://achievethecore.org/page/1027/academic-word-finder>

Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text.

Shift 2: Reading, Writing, and Speaking Grounded in Evidence from the Text

Student Achievement Partners Text-Dependent Questions Resources:

<http://achievethecore.org/page/710/text-dependent-question-resources>

Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis.

Shift 3: Building Knowledge through Content-Rich Non-Fiction

Student Achievement Partners Text Set Projects Sequenced:

<http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction>

Teachers can use this resource to learn about how to sequence texts into "expert packs" to build student knowledge of the world.

9th Grade Curriculum At-a-Glance

Quarter	Length	Unit Title	Anchor Text	Content Connections
1	9 weeks	<i>Heroes and Veterans</i>	<i>The Odyssey</i> by Homer	Social Studies, Ancient History
2	9 weeks	<i>Romeo and Juliet</i>	<i>Romeo and Juliet</i> by William Shakespeare	Fine Arts, Drama*
3	9 weeks	<i>Hope, Despair, and Memory</i>	<i>Hope, Despair, and Memory</i> by Elie Wiesel	Social Studies, Social Injustice & The Holocaust
4	9 weeks	<i>The Power of Language</i>	<u>Fahrenheit 451</u> by Ray Bradbury	Social Studies, Censorship

*The TN Shakespeare Company is available to help any school in SCS to facilitate this unit.

Grade 9		Heroes and Veterans Unit	9 Weeks
Unit Overview			
<p>This unit builds on student knowledge of the quest. Students come to understand how great literature reflects life and how in any journey (be it physical or metaphysical) patience is important for gaining wisdom and experience along the way. Students explore common ideas and symbolism across texts, such as how people give value to their lives through achievement and failure and the costs of giving in to impulse, impiety, temptation, and recklessness. Students also explore the influence that <i>The Odyssey</i> has on modern life.</p>			
<p>Text Use: Examine the symbolic meaning of texts, analyze character and theme development, write an argumentative essay, write and present personal narratives</p>			
Essential Questions:			
<ul style="list-style-type: none"> • What is the role of symbolism in how people give value to their lives? • Do heroes have responsibilities? • How does understanding the historical and cultural context of a piece of writing help the reader identify a theme of the text? • How does great literature reflect life? • What character traits are important for helping anyone on a journey to gain wisdom along the way? • What are the major features of an epic? How do these features connect to the modern world? 			
Anchor Text		Qualitative Analysis of Anchor Text	
<p>Excerpts from <i>The Odyssey</i> by Homer, NP (p. 1040-1117 of Pearson textbook)</p>		<p>To assist teachers with scaffolding instruction, the qualitative measures of the anchor text are provided here. These measures are based on the Text Complexity – Qualitative Measures Rubric.</p> <ol style="list-style-type: none"> a. Knowledge Demands – Moderately Complex b. Text Structure – Moderately Complex c. Language Features – Very Complex d. Meaning – Very Complex* e. Overall Complexity – Very Complex <p>*If students struggle with meaning and concepts, have them first read Part 1 or sections of Parts I and II and note the main events in the plot. Then, have them reread and note why Odysseus makes the decisions he does.</p>	
Related Texts			
Literary Texts			
<ul style="list-style-type: none"> • From the <i>Ramayana</i>, retold by R.K. Narayan (p. 1035 of Pearson textbook) • <i>A Worn Path</i> by Eudora Welty (Unit Reader) • <i>Half a Day</i> by Naguib Mahfouz (Unit Reader) • <i>An Ancient Gesture</i> by Edna St. Vincent Millay (p. 1129 of Pearson textbook) • <i>Siren Song</i> by Margaret Atwood (p. 1130 of Pearson textbook) • <i>Ithaca</i> by Constantine Cavafy (p. 1135 of Pearson textbook) • <i>Ulysses</i> by Alfred, Lord Tennyson (Unit Reader) 			

Informational Texts

- “Play Hard; Play Together; Play Smart” from *The Carolina Way* by Dean Smith with John Kilgo (p. 1037 of Pearson textbook)
- Preparing to Read the *Odyssey* (p. 1040A of Pearson textbook)
- The Truth About Being a Hero,” by Karl Marlantes (Unit Reader)
- “Back from War, but Not Really Home,” by Caroline Alexander (Unit Reader)

Nonprint Texts (Fiction or Nonfiction)

- Homer Biography (1:18) <https://www.youtube.com/watch?v=hnxVv1JDUuA>
- *Crash Course: The Odyssey* (12:06) <https://www.youtube.com/watch?v=MS4jk5kavy4>
- *The Odyssey* film clip (23:00) https://www.youtube.com/watch?v=6S_l12WM_KM
- *Ulysses and the Sirens* (painting) by John William Waterhouse

End-of-Unit Assessment:

Which is more important to the development of Odysseus’s character and a theme of the epic – the journey or the goal?

Write an argumentative essay in which you determine whether the journey or the goal was more important to the development of Odysseus’s character and a theme of the epic. Use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence to support both your claim and counterclaims, pointing out the strengths and limitations of both.

Unit Outcomes: Grade Level Standards Addressed**Reading: Literature**

9-10.RL.KID.1, 9-10.RL.KID.2, 9-10.RL.KID.3, 9-10.RL.CS.4, 9-10.RL.CS.5, 9-10.RL.CS.6, 9-10.RL.IKI.7, 9-10.RL.IKI.9, 9-10.RL.RRTC.10

Reading: Informational Texts

9-10.RI.KID.1, 9-10.RI.KID.2, 9-10.RI.KID.3, 9-10.RI.CS.6

Language

9-10.L.CSE.1, 9-10.L.CSE.2, 9-10.L.KL.3, 9-10.L.VAU.4, 9-10.L.VAU.5, 9-10.L.VAU.6

Speaking and Listening

9-10.SL.CC.1, 9-10.SL.CC.3, 9-10.SL.PKI.4, 9-10.SL.PKI.6

Writing

9-10.W.TTP.1, 9-10.W.TTP.2, 9-10.W.TTP.3, 9-10.W.PDW.4, 9-10.W.PDW.5, 9-10.W.PDW.6, 9-10.W.RBPK.9, 9-10.W.RW.10

Week 1**Instructional Focus****Reading: Literature**

- 9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

9.RL.RRTC.10	Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
Reading: Informational Texts	
9-10.RI.KID.1	Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
9-10.RI.KID.2	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
Writing	
9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.
Language	
9-10.L.VAU.5	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 1	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p>From the <i>Ramayana</i>, retold by R.K. Narayan (p. 1035)</p> <p>“Play Hard; Play Together; Play Smart” from <i>The Carolina Way</i> by Dean Smith with John Kilgo (p. 1037)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • Pearson English I textbook • pen/paper 	<p><u>Guiding Question:</u> What is an archetype?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Understand that stories from the oral tradition teach a culture’s central values and beliefs. (9.RL.RRTC.10) • Know that an <u>archetype</u> is a recurring element common to many stories. (9-10.RL.KID.3) • Identify clues to the theme of an exemplar text. (9-10.RL.KID.2, 9-10.RI.KID.2) • Analyze points of view in an exemplar text. (9-10.RL.CS.6, 9-10.RI.CS.6) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Literary Analysis Workshop, p. 1030 • Theme and the Oral Tradition, p. 1030 <ul style="list-style-type: none"> ○ Read aloud the <i>Example: Archetypes</i> (box p. 1030), as this relates to the extended text for this unit. • Determining Themes, p. 1032 <ul style="list-style-type: none"> ○ Remind students that a theme is stated in a message or sentence and is not identified with just one word. (Scaffold with Think Aloud, p. 1032.) • Analyzing Point of View and Cultural Experience, p. 1033. (Ask students to summarize the big ideas on this page.) • Close Read: From the <i>Ramayana</i>. For this model text, consider using think-alouds (I do) and guided practice (we do) to introduce the application of these key concepts. • Close Read: <i>Play Hard; Play Together; Play Smart</i>.

	<ul style="list-style-type: none"> ○ <u>First Read</u>: Students read silently and independently to get the gist and to determine the speaker’s point of view/cultural background. ○ <u>Second Read</u>: Students could work with a partner to determine answers to the questions in green and yellow. <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <p><i>Ramayana</i></p> <ul style="list-style-type: none"> • How would you describe Ravana? • What do you learn here about Ravana’s culture? How does Ravana’s culture affect his point of view? • Which words and phrases evoke the excitement of the approaching battle? Why? • What were the ominous signs? • Why is <i>doom</i> an appropriate word here? (end of the text) <p>“Play Hard; Play Together; Play Smart”</p> <ul style="list-style-type: none"> • In what way, if any, might this setting be important to the development of his theme? • What do these direct statements tell you about his point of view on basketball? • What does Smith’s reaction to the player at the Air Force Academy show about the difference between his values and those commonly held in his culture? • In what way does the repetition of sentences help emphasize and develop Smith’s theme? • What words and phrases in this sentence are specific to the culture of basketball? Why does Smith include them here? • How does Smith’s point of view affect his attitude? How does his attitude reinforce the theme of the selection? <p><u>Daily Writing Practice</u> After the second read, have students answer this question in a paragraph or two (potential Exit Ticket): <i>How does Smith’s point of view influence the organization of main ideas in the text?</i></p>
Lesson 2	Instructional Plan
<p><u>High-Quality Text(s)</u>:</p> <p>Homer Biography (1:18) https://www.youtube.com/watch?v=hnxVv1JDUuA</p> <p>Crash Course: The Odyssey (12:06) https://www.youtube.com/watch?v=MS4jk5kavy4</p> <p>The Odyssey film clip (23:00) https://www.youtube.com/watch?v=6S_I12WM_KM</p> <p><u>Materials</u>:</p>	<p><u>Guiding Question</u>: How does understanding the historical context of the Trojan War help build contextual knowledge for reading <i>The Odyssey</i>?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read and summarize key points from text that provides historical background knowledge. (9-10.RI.KID.2) • Use a video viewing protocol to build knowledge from film. (9-10.RI.KID.1) • Identify Odysseus as an epic hero. (9-10.RL.KID.3) <p><u>Agenda</u> Preparing to Read the Odyssey</p> <ul style="list-style-type: none"> • Students read and summarize key points on p. 1040A-1040F. • Homer Biography (1:18) https://www.youtube.com/watch?v=hnxVv1JDUuA

<ul style="list-style-type: none"> • Pearson English I textbook • pen/paper • projector/speakers 	<ul style="list-style-type: none"> • Literary Analysis, p. 1041 – Epic Hero. Discuss the role of epic heroes to a nation or culture. • (Optional) Crash Course: The Odyssey (12:06) https://www.youtube.com/watch?v=MS4jk5kavy4 • (Optional) Best version of The Odyssey on film – use clips as needed: (First 30m explain Odysseus going off to fight in the Trojan War and give background info for The Odyssey.) https://www.youtube.com/watch?v=6S_l12WM_KM - Start at 3:45 to skip over Queen Penelope giving birth to her son. Around 26:00, Poseidon explains why he’s cursing Odysseus to never return home to Ithaca. This clip helps stage the setting and introduce the characters of <i>The Odyssey</i>, which might build understanding for students who are not reading on grade level. • Consider using a Video Viewing Protocol (https://www.facinghistory.org/resource-library/teaching-strategies/close-viewing-protocol) to provide structure that promotes student learning from video. Always set a purpose to viewing and allow time for debrief at the end of the video. • Discuss the meaning of the term “Epic Hero.” (Notes on p. 1041.) Remind students that Odysseus left Ithaca to fight with his friends in the Trojan War. The Trojan War is its own epic, and <i>The Odyssey</i> is Odysseus’s epic of how he tries to get home to Ithaca and his family. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> Preparing to Read the “Odyssey”</p> <ul style="list-style-type: none"> • Ask students to answer the Critical Viewing questions in the margin of the TE. • One idea would be to have the class jigsaw the text. Then on a sheet of butcher paper or any large sheet of paper, have students to summarize their reading or list important facts from their reading. On that same sheet of paper, the group can also answer the Critical Viewing question. • Then allow the students to do a Gallery Walk and take notes on the posted ideas. The Gallery Walk can turn into a Chalk Talk if students want to respond to ideas or pose questions for the group. <p><u>Daily Writing Practice</u> Writing can occur as prep for the Chalk Talk / Gallery Walk. If students do not jigsaw the text, they should still summarize information in some way either in paragraph form or on a graphic organizer.</p>
<p>Lesson 3</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u> <i>A Worn Path</i> by Eudora Welty (GB)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • https://scsk12.learnzillion.com/lesson_plans/12281-lesson-1-allegory-part-i 	<p><u>Guiding Question:</u> What character traits are important for helping anyone on a journey to gain wisdom along the way?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read a text by Eudora Welty that describes life as a journey. (9.RL.RRTC.10) • Determine connotative meanings of words. (9-10.L.VAU.5) • Create a timeline that traces a character’s conflicts. (9-10.RL.KID.3) <p><u>Agenda</u></p>

<ul style="list-style-type: none"> • Unit Reader – copy of text “A Worn Path” • Three cards per student with one word per card • Three pieces of masking tape per student • One copy of the timeline handout per student (in the GB) • One copy for the teacher of the completed timeline handout: https://scsk12.learnzillion.com/resources/92793?card_id=109503 • Dictionary access (one per group should work) • Reading Response Journals 	<ul style="list-style-type: none"> • Lesson 1, <i>The Odyssey</i> Unit, LearnZillion • The anchor text for this lesson is included in the GuideBook that has been provided for students. • Read “A Worn Path” aloud to students – or have student follow along while listening to Welty read aloud her own story here: https://www.youtube.com/watch?v=2avAy2rx7Ds • Note: The lesson suggests the use of dictionaries. Only one per group is needed. Consider using technology in the classroom, like dictionary.com, if hard copy dictionaries are unavailable. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 6</p> <ul style="list-style-type: none"> • If students need more help understanding connotation, ask the following questions: <ul style="list-style-type: none"> • “What does this word make you think of?” • How does this word make you feel?” <p>Slide 10</p> <ul style="list-style-type: none"> • Within the sequence of events, when does the action begin to create a problem or a conflict? • When does the problem become the most urgent? <p><u>Daily Writing Practice</u></p> <p>Instruct students to answer the two questions from the slide #10 in their reading response journal.</p>
<p>Lesson 4</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u></p> <p><i>A Worn Path</i> by Eudora Welty (GB)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • https://scsk12.learnzillion.com/lesson_plans/12282-lesson-2-allegory-part-ii • Unit Reader – copy of text “A Worn Path” • One copy of the partially-completed timeline handout per student (in the GB) • One copy for the teacher of the completed timeline handout: https://scsk12.learnzillion.com/res 	<p><u>Guiding Question:</u> What is a <i>motif</i>?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Locate motifs that create patterns or contrasts throughout the story. (9-10.RL.KID.3) • Express in writing how an author uses patterns of language to create meaning. (9-10.W.RBPK.9) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 2, <i>The Odyssey</i> Unit, LearnZillion • The anchor text for this lesson is included in the GuideBook that has been provided for students. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 5</p> <ul style="list-style-type: none"> • What words seem to “go together?” • What effect do these grouped words have? • Prompt students to use the conversation stems as they are discussing. As needed during the discussion, model how to use the stems. The goal is to have students to use these prompts as statements when they discuss with their

<p>ources/92793?card_id=109503</p> <ul style="list-style-type: none"> • Reading Response Journals • Word Wall – list of words from Lesson 1 	<p>peers.</p> <p>Slide 6</p> <ul style="list-style-type: none"> • Another way to make students think about motifs is by asking the following question: What effect does word choice have on the text? • Prompt students to use the conversation stems as they are discussing. As needed during the discussion, model how to use the stems. The goal is to get students to use these prompts as statements when they discuss with their peers. <p>Slide 7</p> <ul style="list-style-type: none"> • What kinds of words occur over and over in the text? • What effect do these words have on the text? <p>Slide 9</p> <ul style="list-style-type: none"> • As needed, provide the following rhetorically accurate verbs: communicate, illuminate, disclose, express, reveal, illustrate, exemplify • Use this time to work individually with students or pull together small groups of students to conduct a writing or grammar mini-lesson. This can also be done as a whole class if additional writing support is needed for all students. Choose an approach that matches the level of support your students need. Possible approaches for mini-lessons: <ul style="list-style-type: none"> ○ Engage in shared writing ○ Model using student examples or mentor texts ○ Revise a portion of writing together focused on a specific skill <p><u>Daily Writing Practice</u></p> <ul style="list-style-type: none"> • Read the slide #8 (https://scsk12.learnzillion.com/lesson_plans/12282-lesson-2-allegory-part-ii/?card=102462). • Say, “At this time, you will independently write a paragraph on loose leaf paper.” • Ask students to choose one motif from their completed timeline handout to connect to a theme in their paragraph response.
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Week 2

Instructional Focus

Reading: Literature

- 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.CS.5 Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
- 9-10.RL.CS.6 Analyze how point of view and/or author’s purpose shapes the content and style of diverse texts.
- 9-10.RL.IKI.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper

9.RL.RRTC.10	and more thorough interpretation of the text. Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
Language	
9-10.L.VAU.5	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Speaking and Listening	
9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Lesson 5	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><i>Half a Day</i> by Naguib Mahfouz (GB)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • https://scsk12.learnzillion.com/lesson_plans/12283-lesson-3-allegory-part-iii • Additional materials, including audio files: https://scsk12.learnzillion.com/lesson_plans/12283/additional-materials • One copy per student of the “Half a Day” timeline handout (in the guidebook) • One copy per teacher of the “Half a Day” timeline handout answer key: https://scsk12.learnzillion.com/resources/92816?card_id=109511 	<p><u>Guiding Question:</u> What is an <i>allegory</i>? How can an allegory teach about life as a journey?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read an allegory by Naguib Mahfouz that teaches about life as a journey. (9.RL.RRTC.10) • Complete a timeline that both traces a character’s conflicts and records motifs used by the author. (9-10.RL.KID.3) • Explain how a character’s point of view affects both the conflict and the resolution. (9-10.RL.CS.6) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 3, <i>The Odyssey</i> Unit, LearnZillion <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 5</p> <ul style="list-style-type: none"> • What words stick out to you? • What words and phrases have a lot of or strong meaning to you? • What similarities do you notice about all the words you selected? • What do those words have in common? • Why might the author have selected those words? What message is the author trying to send? • How does the author’s choice of words impact your understanding of the text? <p>Slide 6</p> <ul style="list-style-type: none"> • Remind students that they completed this same graphic organizer for “A Worn Path” in lessons 1 and 2. Suggest that students use it as a model to complete this graphic organizer for “Half a Day.” • What effect does the author’s manipulation of time have on the story?

	<p>Slide 7</p> <ul style="list-style-type: none"> • What kinds of words occur repeatedly in the text? • What effect do these words have on the text? <p><u>Daily Writing Practice</u> Exit Ticket: Have students answer one of the questions on the second page of the handout in a paragraph or two for an exit ticket. Consider using this question because of its complexity: <i>How do the language and structure of the story create surprise for the reader? Upon rereading the story, how do these elements provide clues to the surprising ending?</i></p>
<p>Lesson 6</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u></p> <p>A Worn Path by Eudora Welty (GB)</p> <p>Half a Day by Naguib Mahfouz (GB)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • https://scsk12.learnzillion.com/lesson_plans/12284-lesson-4-socratic-seminar • Additional materials, including conversation stems: https://scsk12.learnzillion.com/lesson_plans/12284/additional-materials • Access a blank and completed copy of the timeline handout (for “A Worn Path”) and the “Half a Day” timeline handout under the Additional Materials tab. • Ask students to locate/distribute highlighters and copies of the conversation stems handout. • Ask students to locate their completed timeline handouts for 	<p><u>Guiding Question:</u> How do the experiences of the main characters in our two allegories symbolize life in general?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Participate in a class discussion. (9-10.SL.CC.1) • Examine the allegorical meanings found in two texts. (9-10.RL.IKI.9) <p><u>Agenda:</u></p> <ul style="list-style-type: none"> • Lesson 4, <i>The Odyssey</i> Unit, LearnZillion <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) Question for Socratic Seminar</p> <p>How do the experiences of both Phoenix from “A Worn Path” and the narrator from “Half a Day” symbolize life in general?</p> <p>Questions to Support Discussion:</p> <ul style="list-style-type: none"> • What is universal or common about both stories? • Prompt students to use the conversation stems as they are discussing with their partners. As needed during the discussion, model how to use the stems. The goal is to have students use these prompts as statements when they discuss with their peers. <ul style="list-style-type: none"> ○ “So you’re saying/asking/seeking clarification on [restatement of the student’s comment/question]. Do I have that right?” ○ “Y, restate or rephrase what X said.” ○ “How do you know? What evidence from the text supports your thinking?” ○ “Who agrees/disagrees with X? Why?” ○ “Can someone add to what X said?”

<p>both “A Worn Path” and “Half a Day.”</p> <ul style="list-style-type: none"> • Ask students to get out blank loose leaf paper from their reading response journal. • Write students’ names in the discussion tracker ahead of time. 	<ul style="list-style-type: none"> ○ “Take your time. We’ll wait.” ○ “Who wants to change their thinking after listening to X’s explanation/comment/ question? How did it change your thinking?” <p><u>Daily Writing Practice</u></p> <p>Have students quickly write down their answer to the following question as an exit ticket: <i>How do the experiences of both Phoenix from “A Worn Path” and the narrator from “Half a Day” symbolize life in general?</i></p>
<p>Lesson 7</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u></p> <p><i>Ithaca</i> by Constantine Cavafy (p. 1135)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • https://scsk12.learnzillion.com/lesson_plans/12285-lesson-5-connecting-device-to-meaning • Additional materials, including tone words: https://scsk12.learnzillion.com/lesson_plans/12285/additional-materials • Locate directions under the Additional Materials tab for accessing the text. • Access a blank and completed <i>connecting devices to meaning</i> handout under the Additional Materials tab. • Distribute copies of the handout and the text using an established classroom routine. • Ask students to locate/distribute dictionaries. • Distribute mythological 	<p><u>Guiding Question:</u> What does the journey to Ithaca symbolize in this poem? What lessons does the poem try to teach the reader?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read and explore <i>Ithaca</i>, a poem that introduces the major characters, conflicts, and themes of <i>The Odyssey</i>. (9.RL.RRTC.10) • Determine how devices (such as allusions) develop theme in a text. (9-10.RL.KID.2) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 5, <i>The Odyssey</i> Unit, LearnZillion • An audio recording of this text (read by Sean Connery) is available here. Allow students who need extra reading support to listen to the audio recording in advance of reading the text in class. Allow individual or small groups of students to listen to the audio of the text following the lesson. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 6</p> <ul style="list-style-type: none"> • As a process for checking students’ synonyms, ask students if they could replace the synonym with the original word. Would it still make sense? • If students struggle with parts of speech, point out that several of the words (pearl, coral, amber, and ebony) can also be used as adjectives (colors) sometimes. Remind them that in this context, they are items and are therefore nouns. <p>Slide 7</p> <ul style="list-style-type: none"> • What words stick out to you? • What words and phrases have a lot of or strong meaning to you? • What similarities do you notice about all the words you selected? • What do those words have in common? • Why might the author have selected those words? What message is the author trying to send?

<p>handbooks (such as Edith Hamilton’s <i>Mythology</i> or Thomas Bulfinch’s <i>Mythology</i>), or a dictionary of allusions, such as Merriam Webster’s <i>Dictionary of Allusions</i>.</p> <ul style="list-style-type: none"> Ask students to pass out the tone resource. 	<ul style="list-style-type: none"> How does the author’s choice of words impact your understanding of the text? If students have trouble with writing the effect of connotative diction in their annotations, offer them the following templates: <ul style="list-style-type: none"> The words ___ and ___ remind me of ___. The words ___ and ___ create a ___ mood. The words ___ and ___ don’t seem to go together. The words ___ and ___ make me think ___. <p>Slide 8</p> <p>Prompt students to write an objective summary of the poem. You can provide the following hints for students as needed. These could also be written on a white board or chart paper.</p> <ul style="list-style-type: none"> Who seems to be speaking? Where is this story taking place? What is the setting? When does the action take place? What seems to be the conflict? Why is there a conflict? Is there any background information? <p><u>Daily Writing Practice</u></p> <p>Use the writing activity from slide 8 as a possible Exit Ticket.</p> <ul style="list-style-type: none"> Explain to students that an objective summary does not contain their opinions about the text; rather, it includes basic information (plot details) about the text. For example, the first sentence of an objective summary might be, “The narrator is giving advice to someone beginning a journey.” A summary that contains opinions might be, “The narrator seems kind and is giving advice to someone who is beginning a journey; however, many times, it is annoying when someone gives advice.” Set a timer for five minutes on a document camera or a SmartBoard so that students can monitor their own time.
<p>Lesson 8</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u></p> <p>From <i>The Odyssey</i>, Part I (p. 1044)</p> <ul style="list-style-type: none"> Invocation to the Muse, p. 1045 List of Characters, p. 1046 Sailing from Troy, p. 1047-1048 The Lotus-Eaters, p. 1048-1049 <p><u>Materials:</u></p>	<p><u>Guiding Question:</u> What are the major features of an epic?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Explore the major features of the epic poem. (9-10.RL.CS.5) Read and annotate the invocation of <i>The Odyssey</i>, a section that introduces readers to characters, conflicts, and themes present in the epic. (9-10.RL.KID.2, 9-10.RL.KID.3) Read excerpts from <i>The Odyssey</i>. (9.RL.RRTC.10)

- https://scsk12.learnzillion.com/lesson_plans/12286-lesson-6-connecting-device-to-meaning-in-the-odyssey
- Use [Lesson 7](#) for background information. (Since this unit uses a different version than the one in the textbook, certain pieces are not aligned.) -
- Pearson TE
- Pearson student textbook for each student
- Copies of the graphic organizer for each student
- Guide for pronunciation, if needed for the teacher:
<http://www.wfbschools.com/faculty/psibb/Odyssey%20Study%20Guide%20Books%201-8.pdf>

- Analyze the main characters and their responses to conflict. (9-10.RL.KID.3)

Agenda

- [Lesson 6](#), *The Odyssey* Unit, LearnZillion
- The Invocation to the Muse is in the GuideBook in a T-chart to encourage annotation of text.
- Use [Lesson 7](#) for background information. (Since this unit uses a different version than the one in the textbook, certain pieces are not aligned.)
- Use *The Odyssey, Book One* handouts in the GuideBook to guide discussion. Students should complete the summary task to consolidate learning from the beginning of the story.
- The Lotus-Eaters, p. 1048-1049
 - Video: <https://vimeo.com/57105917>
 - Literary Analysis, p. 1048
 - Literary Analysis, p. 1048
- Critical Thinking, p. 1049, Question 4 (Integration of Knowledge and Ideas) Students write answer then share with a partner.
- Need help with pronunciation? Click here:
<http://www.wfbschools.com/faculty/psibb/Odyssey%20Study%20Guide%20Books%201-8.pdf>

Text-Dependent/Text-Specific Questions (Sample)

Use *The Odyssey, Book One* handouts in the GuideBook to guide discussion. All text-specific questions are included in the student materials, such as:

- Explain the underlined epithet. Who is it describing, and what does it suggest about him?
- Throughout the passage, highlight for patterns of diction. Write the effect in the margin beside the text.
- Read the underlined portion. What is the tone (the speaker's attitude toward the subject)?
- What are some of the conflicts that Odysseus has faced?
- What obstacles does Odysseus still face?

Daily Writing Practice

- Use *The Odyssey, Book One* handouts in the GuideBook to guide discussion. Students should complete the summary task to consolidate learning from the beginning of the story.
- Critical Thinking, p. 1049, Question 4 (Integration of Knowledge and Ideas) Students write answer then share with a partner.

Week 3

Instructional Focus

Reading: Literature

- 9-10.RL.CS.5 Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
- 9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.

Reading: Informational Texts

- 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.

Writing

- 9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.
- 9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Lesson 9	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p>“Back from War, but Not Really Home,” by Caroline Alexander (GB)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • https://scsk12.learnzillion.com/lesson_plans/12294-lesson-14-determining-central-ideas-and-claims-in-an-informational-text • Additional materials, including audio of the text: https://scsk12.learnzillion.com/lesson_plans/12294/additional-materials • Student reading response journals (GuideBook) • Copy of the text (GB) 	<p><u>Guiding Question:</u> What motivates Odysseus’s actions?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Connect and extend your knowledge from <i>The Odyssey</i> to an informational text. (9-10.RI.KID.1) • Determine the central ideas in an informational text, and trace an author’s argument. (9-10.RI.KID.2) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 14, <i>The Odyssey</i>, LearnZillion <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <p>Slide 5</p> <ul style="list-style-type: none"> • Prompt students to use the conversation stems as they are discussing. As needed during the discussion, model how to use the stems. The goal is to have students use these prompts as statements when they discuss with their peers. <ul style="list-style-type: none"> ○ “So you’re saying/asking/seeking clarification on [restatement of the student’s comment/question]. Do I have that right?” ○ “Y, restate or rephrase what X said.” ○ “How do you know? What evidence from the text supports your thinking?”

<ul style="list-style-type: none"> • Summary Chart (GB) – looks like this: https://scsk12.learnzillion.com/resources/93114?card_id=109747 • Summary Chart Answer Key, one per teacher: https://scsk12.learnzillion.com/resources/93113?card_id=109746 	<ul style="list-style-type: none"> ○ “Who agrees/disagrees with X? Why?” ○ “Can someone add to what X said?” ○ “Take your time. We’ll wait.” ○ “Who wants to change their thinking after listening to X’s explanation/comment/question? How did it change your thinking?” <p>Slide 7 For column one, provide the following hints for students as needed. These could also be written on a whiteboard or chart paper.</p> <ul style="list-style-type: none"> ○ What is the issue being discussed? ○ Who/What characters does the writer reference? ○ Why is there a conflict? What are common beliefs about the issue? ○ What is the alternative point of view that the author offers? <p>For column two, ask students to identify the opinions that Alexander asserts. For students who need more support, you might consider completing this portion together:</p> <ul style="list-style-type: none"> ○ Veterans’ Day is our most awkward holiday. ○ The Odyssey provides the greatest example of the idea of coming home being mixed with sorrow. ○ The best thing that civilians can do to honor heroes is to listen to their stories. ○ A hero who comes home is just as noble as one who falls in battle. <p>Slide 9 Ask students the following question if they are struggling to create a statement: “What does the text teach the audience about [insert thematic idea/abstract noun]?”</p> <p><u>Daily Writing Practice</u></p> <ul style="list-style-type: none"> • After students read the anchor text, students will write a brief summary of the article on the Summary Chart handout. • After completing the entire handout, students will write a thematic statement for the piece.
<p>Lesson 10</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u></p> <p><i>An Ancient Gesture</i> by Edna St. Vincent Millay (p. 1129)</p>	<p><u>Guiding Question:</u> How is the perspective in the poem different from the perspective Caroline Alexander offered?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Closely read <i>An Ancient Gesture</i>, a modern poem inspired by <i>The Odyssey</i>. (9-10.RL.IK1.7) • Explore how the author draws on and transforms a scene from <i>The Odyssey</i>. (9-10.RL.CS.5)

Materials:

- https://scsk12.learnzillion.com/lesson_plans/12295-lesson-15-modern-poetry-transforming-a-classic-text
- Additional materials:
https://scsk12.learnzillion.com/lesson_plans/12295/additional-materials
- Student reading response journals (GuideBook)
- Copy of the text (GB)
- Handouts (GB)
- Answer Key for handout:
https://scsk12.learnzillion.com/resources/93127?card_id=109757

Agenda:

- [Lesson 15](#), *The Odyssey*, LearnZillion
- Use the [TP-CASTT](#) graphic organizer in the GuideBook to scaffold student thinking.

Text-Dependent/Text-Specific Questions (Sample)**Slide 5**

For the question on the slide, if students need additional support, consider providing them the following frame:

- When I read Book Eight, my reaction to Odysseus’s display of emotion was _____. After reading Alexander’s article, I now think _____.
- When I read Book Eight, my reaction to Odysseus’s display of emotion was _____. While Alexander offers valid points, I still maintain _____.

Prompt students to use the conversation stems as they are discussing. As needed during the discussion, model how to use the stems. The goal is to get students to use these prompts as statements when they discuss with their peers.

- “So you’re saying/asking/seeking clarification on [restatement of the student’s comment/question]. Do I have that right?”
- “Y, restate or rephrase what X said.”
- “How do you know? What evidence from the text supports your thinking?”
- “Who agrees/disagrees with X? Why?”
- “Can someone add to what X said?”
- “Take your time. We’ll wait.”
- “Who wants to change their thinking after listening to X’s explanation/comment/question? How did it change your thinking?”

Slide 9

If students need more support in exploring the connotative meanings of words, suggest that they divide the connotation row in half by drawing a vertical line in the middle.

- Say, “On the right side, list the words that carry a positive connotation. On the left side, list the words that have a negative connotation.”
- The words on the right side that normally carry positive connotations would be morning, authentic, tradition, classic; however, in the context in which they are used, they are not very positive. The overtly negative diction to be noted in the left side would be weaving all day, undoing, night, tired, never be light, gone, burst into tears, nothing, too moved to speak, really cried.

Slide 10

If students need more support, ask the following questions:

	<ul style="list-style-type: none"> • Does the sentence structure change? • Does the point of view change? • Does the subject change? • Does the tone change? <p>Remind students to also note the effect of the changes in their answers.</p> <p><u>Daily Writing Practice</u> From the agenda above:</p> <ul style="list-style-type: none"> • Have students read Slide 12. • Students should quickly write down their answers in their reading response journals as an exit ticket. • Students should remove their quick write from reading response journal and turn it in so teacher can assess for student understanding.
Lesson 11	Instructional Plan
<p><u>High-Quality Text(s):</u> Excerpts from <i>The Odyssey</i> by Homer (textbook)</p> <p><i>An Ancient Gesture</i> by Edna St. Vincent Millay (p. 1129)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • https://scsk12.learnzillion.com/lesson_plans/12296-lesson-16-timed-extended-written-response • Additional materials, including a timed writing scaffolding resource (probably for SPED only): https://scsk12.learnzillion.com/lesson_plans/12296/additional-materials • Students must have access to their printed materials – GB and copy of the anchor text, as well as Pearson textbook for referencing the story 	<p><u>Guiding Question:</u> How does an author transform a scene from classic literature?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Write a timed extended response. (9-10.W.RW.10) • Use evidence from text to analyze a universal theme from two texts. (9-10.W.RBPK.9) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 16, <i>The Odyssey</i>, LearnZillion • Distribute materials. Ensure all students have paper and a writing utensil. • Students should work for the entire period. • Write the prompt on the board or project it so that students may reference it as they work. • Project a digital timer so that students can monitor their time as they work. • Give students warnings of how many minutes they have remaining in increments: 30 minutes, 15 minutes, 5 minutes. • Teachers should periodically circulate throughout the class to make sure that students are on task. • If students finish early, they should read over their work and correct mistakes. • When students finish, project Slide 6. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> N/A – Writing Assessment</p>

<p>as needed.</p> <ul style="list-style-type: none"> • Paper/pen • Timer • More guidance is provided in the teaching notes for Slide 4. • Consider making copies of the “Ancient Gesture” poem for students who do not bring their printed materials to class. • Teacher should consult exemplar response before grading student work: https://scsk12.learnzillion.com/resources/163046?card_id=210554 	<p><u>Daily Writing Practice</u> Students will complete a timed-writing exercise requiring a full draft of an expository essay.</p>
<p>Lesson 12</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u></p> <p>From <i>The Odyssey, Part I</i> (Pearson textbook)</p> <ul style="list-style-type: none"> • The Lotus-Eaters, p. 1048-1049 • The Cyclops, p. 1050-1063 <p><u>Materials:</u></p> <ul style="list-style-type: none"> • https://scsk12.learnzillion.com/lesson_plans/12297-lesson-17-text-structure-book-nine • Additional materials, including audio of Book Nine: https://scsk12.learnzillion.com/lesson_plans/12297/additional-materials • https://scsk12.learnzillion.com/lesson_plans/12299-lesson-19-odysseus-s-responses-to-conflict- 	<p><u>Guiding Question:</u> What are the consequences of Odysseus’s choices? How does his character flaw affect his choices?</p> <p><u>Learning Target</u></p> <ul style="list-style-type: none"> • Analyze how an author’s choices concerning how to structure a text create desired effects. (9-10.RL.CS.5) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 17, <i>The Odyssey</i>, LearnZillion <ul style="list-style-type: none"> ○ Follow the steps for annotation in the Close Reading Activity 2 in the GuideBook. ○ Activity 1 provides notes on the text structure of flashback, which are a feature of an epic. Explain that in <i>The Odyssey</i>, Odysseus has ended up on the island of Phaeacia and during the evening feast is telling his tale to the king of the island. ○ Activity 2 of the GuideBook introduces Book 9 and includes the introduction to the actual chapter. Complete the close read here, then complete Activity 3 to review the style and language in Book 9. Next, return to the textbook to read about Odysseus’s adventure with the Cyclops, or the One-Eyed Monster. • Support students in reading <i>The Cyclops</i>, p. 1050-1063 in the textbook. <ul style="list-style-type: none"> ○ Consider using the audio CD in the textbook ancillary materials. ○ <i>The Cyclops</i>, p. 1050-1063 <ul style="list-style-type: none"> ▪ Video: https://vimeo.com/84391739 - This video is spliced to include only the Cyclops story, but if it won’t open due to server constraints, try this video – starting at 20:40: https://www.youtube.com/watch?v=UqC6ARhS_H8 - watch until about 39:10 to capture the full Cyclops

[book-nine](#)

- Additional materials:
https://scsk12.learnzillion.com/lesson_plans/12299/additional-materials
- Optional video of the Cyclops story:
<https://vimeo.com/84391739>
- Notes for the teacher, can be shared with students:
<https://study.com/academy/lesson/the-cyclops-in-the-odyssey-greek-mythology.html>
- Highlighters
- Dictionary
- Internet access
- Handouts in the GuideBook

episode.

- Notes: <http://study.com/academy/lesson/the-cyclops-in-the-odyssey-greek-mythology.html>
- Literary Analyses – Epic Hero, p. 1050-1063
- Reading Skills – Historical and Cultural Context, p. 1050-1063
- Humanities, p. 1058
- Humanities, p. 1061
- [Lesson 19](#), *The Odyssey*, LearnZillion
 - Return to the GuideBook to complete the chart on Characters and Motivation.

Text-Dependent/Text-Specific Questions (Sample)**Slide 5 (L17)**

Prompt students to use the conversation stems as they are discussing. As needed during the discussion, model how to use the stems. The goal is to get students to use these prompts as statements when they discuss with their peers.

- “So you’re saying/asking/seeking clarification on [restatement of the student’s comment/question]. Do I have that right?”
- “Y, restate or rephrase what X said.”
- “How do you know? What evidence from the text supports your thinking?”
- “Who agrees/disagrees with X? Why?”
- “Can someone add to what X said?”
- “Take your time. We’ll wait.”
- “Who wants to change their thinking after listening to X’s explanation/comment/question? How did it change your thinking?”

Slide 9

After completing the activity three model, leave the example projected as a guide for students as they work in pairs.

- What words stick out to you?
- What words and phrases have a lot of or strong meaning to you?
- What similarities do you notice about all the words you selected?
- What do those words have in common?
- Why might the author have selected those words? What message is the author trying to send?
- How does the author’s choice of words impact your understanding of the Invocation?

For the Lotus-Eaters and Cyclops

- Literary Analysis – Epic Hero, p. 1048
- Literary Analysis – Epic Hero, p. 1049
- Critical Thinking, #2c, p. 1049

	<ul style="list-style-type: none"> • Literary Analysis – Epic Hero, p. 1050-1063 • Reading Skills – Historical and Cultural Context, p. 1050-1063 • Humanities, p. 1058 • Humanities, p. 1061 <p><u>Daily Writing Practice</u></p> <ul style="list-style-type: none"> • Day One Exit Ticket: Students can write in their reading journals or on a sheet of paper a response to this prompt: <i>After reading and annotating the first passage of Book Nine, what effect does the text structure have on “The Odyssey”?</i> • Day Two Exit Ticket: Students may answer the last question on the handout itself or on a sheet of notebook paper: <i>Explain how Odysseus is a complex character.</i>
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Week 4

<u>Instructional Focus</u>	
Reading: Literature	
9-10.RL.KID.2	Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
9-10.RL.KID.3	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
9-10.RL.IKI.7	Evaluate the topic, subject, and/or theme in two diverse formats or media.
9.RL.RRTC.10	Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
Writing	
9-10.W.TTP.2	Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. <ul style="list-style-type: none"> A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
Speaking and Listening	
9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Lesson 13	Instructional Plan
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<u>High-Quality Text(s):</u>	<u>Guiding Question:</u> Is the journey to the Land of the Dead a test of Odysseus as the epic hero or something else?
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<p>From <i>The Odyssey</i>, Part 1 (p. 1044)</p> <ul style="list-style-type: none"> • The Land of the Dead, p. 1064-1069 <p><u>Materials:</u></p> <ul style="list-style-type: none"> • https://scsk12.learnzillion.com/lesson_plans/12302-lesson-22-analyzing-complex-characters-and-how-their-interactions-advance-the-plot-and-develop-the-theme • Additional materials, including answer key to handout: https://scsk12.learnzillion.com/lesson_plans/12302/additional-materials • Pearson textbook • One copy per student of the Book Eleven handout (GB) • Access to internet or mythological handbook (Alternate suggestion: Determine the characters ahead of time and provide printed copies of references from the internet or mythological handbook for kids to reference while reading. See teaching notes for guidance.) 	<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read excerpts of Book Eleven as a group. (9.RL.RRTC.10) • Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.RL.KID.2, 9-10.RL.KID.3) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 22, <i>The Odyssey</i>, LearnZillion <p>*Notes on the Guiding Question: https://www.cliffsnotes.com/literature/o/the-odyssey/summary-and-analysis/book-11</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>All questions are included in the handout: https://scsk12.learnzillion.com/resources/96802?card_id=112679</p> <p><u>Daily Writing Practice</u></p> <p>Exit Ticket: Students write summary statements in the third column of the character chart as a pre-writing activity for the culminating task.</p>
<p>Lesson 14</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u></p> <p>From <i>The Odyssey</i>, Part 1 (p. 1044)</p> <ul style="list-style-type: none"> • The Sirens, p. 1071-1073 • Scylla and Charybdis, p. 1073-1076 • The Cattle of the Sun God, p. 1073-1082 	<p><u>Guiding Question:</u> How is Odysseus developing over the course of the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read Book Twelve of <i>The Odyssey</i>. (9.RL.RRTC.10) • For each major episode of Book Twelve, describe how Odysseus’s response to conflict reveals his character. (9.RL.KID.3)

<p><u>Materials:</u></p> <ul style="list-style-type: none"> • https://scsk12.learnzillion.com/lesson_plans/12303-lesson-23-odysseus-s-responses-to-conflict-book-twelve • Additional materials, including answer key to handout: https://scsk12.learnzillion.com/lesson_plans/12303/additional-materials • Pearson textbook • One copy per student of the Character and Motivation handout (GB) • Need help with pronunciation? Click here: Scylla and Charybdis • Consider using the audio CD in the textbook ancillary materials. 	<p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 23, <i>The Odyssey</i>, LearnZillion • Need help with pronunciation? Click here: Scylla and Charybdis • Consider using the audio CD in the textbook ancillary materials. • The science behind the myth: Homer's "Odyssey" - Matt Kaplan video and lesson plan - https://ed.ted.com/lessons/the-science-behind-the-myth-homer-s-odyssey-matt-kaplan <ul style="list-style-type: none"> ○ Hook: The next event in Odysseus’s journey inspires the saying “between a rock and a hard place.” How much of it could be true? • Scylla and Charybdis, p. 1073-1076 <ul style="list-style-type: none"> ○ Where in the world? https://odysseustracks.wordpress.com/following-odysseus-footprints/step-9-scylla-and-charybdis/ ○ Literary Analyses – Epic Hero, p. 1074-1076 • The Cattle of the Sun God, p. 1076-1082 <ul style="list-style-type: none"> ○ Literary Analyses – Epic Hero, p. 1076-1082 ○ Geography Connection, p. 1078 ○ Vocabulary Development, p. 1078 • Students should record their notes on each episode using the graphic organizer in the GuideBook. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> • Page 1071: According to Circe, what obstacles will the men encounter on their way home? • Page 1072: How do the men survive their encounter with the sirens? • Pages 1074-1076: What happens when the men pass Scylla and Charybdis? • Page 1077: What does Eurylochus convince the men to do while Odysseus is asleep? • Page 1079: What details convey that this story is being told as a flashback? • Page 1080-1082: What is the fate of the men? <p><u>Daily Writing Practice</u></p> <p>Exit Ticket: Which of the challenges that Odysseus faces in Book Twelve seem the most dangerous and threatening? Use examples from the text to support your opinion.</p>
<p>Lesson 15</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u></p> <p>Ulysses and the Sirens (painting) by John William Waterhouse (included)</p>	<p><u>Guiding Question:</u> How does the OPTIC strategy (GB) organize information needed to examine the details of a non-print text?</p> <p><u>Learning Targets:</u></p>

<p>in the Lesson 24 slides)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • https://ed.ted.com/lessons/the-science-behind-the-myth-homer-s-odyssey-matt-kaplan (Hook) • https://learnzillion.com/lesson_plans/12304-lesson-24-analyzing-contrasting-points-of-view-part-i • Additional materials, including answer key to handout: https://scsk12.learnzillion.com/lesson_plans/12304/additional-materials • Pearson textbook • One copy per student of the Contrasting Point of View handout (GB) • One copy per student of the character traits handout (GB) • Reading Response Journal 	<ul style="list-style-type: none"> • Analyze the representation of the siren scene from Book Twelve in a visual medium. (9-10.RL.IK1.7) • Re-read, annotate, and analyze this critical scene from <i>The Odyssey</i>. (9-10.RL.KID.2) • Write a quick response explaining how a painting portrays Odysseus’s encounter with The Sirens. (9-10.W.RW.10) <p><u>Agenda:</u></p> <ul style="list-style-type: none"> • Lesson 24, <i>The Odyssey</i>, LearnZillion <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) All questions are included in the handout: https://scsk12.learnzillion.com/resources/96831?card_id=112694</p> <p><u>Daily Writing Practice</u> Exit Ticket: Write a quick response in your reading journal to answer this question: How did the painting give you a different perspective of Odysseus’s encounter with The Sirens?</p>
<p>Lesson 16</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u></p> <p><i>Siren Song</i> by Margaret Atwood (p. 1130)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • https://scsk12.learnzillion.com/lesson_plans/12305-lesson-25-analyzing-contrasting-points-of-view-part-ii • Additional materials: https://scsk12.learnzillion.com/les 	<p><u>Guiding Question:</u> What is the significance of the structure of the last two stanzas of <i>Siren Song</i>? How does this contribute to the meaning of the poem?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Continue re-reading and annotating a critical scene from <i>The Odyssey</i>. (9-10.RL.KID.2) • Analyze the representation of the siren scene from Book Twelve in a second medium. (9-10.RL.IK1.7) • Write an expository text to explain how Odysseus is portrayed in various mediums. (9-10.W.TTP.2, A-B) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 25, <i>The Odyssey</i>, LearnZillion • There are two parts to this lesson. One involves close reading a text that prompts students to compare Circe’s instruction to what actually happens during the episode with the Sirens. The second piece involves analyzing “Siren

<p>son_plans/12305/additional-materials</p> <ul style="list-style-type: none"> • Pearson textbook • One copy per student of the Contrasting Point of View handout (GB) • One copy per student of the character traits handout (GB) • Reading Response Journal • Dictionaries • Highlighters 	<p>Song”; therefore, this lesson may take more than one class period to complete.</p> <ul style="list-style-type: none"> • Be sure to use the TP-CASTT strategy to analyze the poem. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 5 – Slide 7</p> <ul style="list-style-type: none"> • What words stick out to you? • What words and phrases have a lot of or strong meaning to you? • What similarities do you notice about all the words you selected? • What do those words have in common? • Why might the author have selected those words? What message is the author trying to send? • How does the author’s choice of words impact your understanding of the scene? <p>Slide 10</p> <p>Although technically a paraphrase is a line by line translation of the text, for the purposes of this lesson, it may work better to ask students to write a simple summary. You can provide the following hints for students as needed. These could also be written on a whiteboard or chart paper.</p> <ul style="list-style-type: none"> • Who seems to be speaking? • Where is this story taking place? What is the setting? • When does the action take place? • What seems to be the conflict? • Why is there a conflict? Is there any background information? <p>Slide 12</p> <p>If students need more support, ask the following questions:</p> <ul style="list-style-type: none"> • Does the sentence structure change? • Does the point of view change? • Does the subject change? • Does the tone change? <p><u>Daily Writing Practice</u></p> <ul style="list-style-type: none"> • Day One Exit Ticket: Summarize the depiction of Odysseus’s character portrayed by the Siren story in <i>The Odyssey</i>. • Day Two Exit Ticket: Summarize the depiction of Odysseus’s character portrayed in the poem “Siren Song.”
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Instructional Focus**Reading: Literature**

- 9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.KID.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.

Writing

- 9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
- A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
 - B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
 - C. 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.
 - D. Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - E. Use appropriate formatting, graphics, and multimedia to aid comprehension.
 - F. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - G. Establish and maintain a formal style and objective tone.

Language

- 9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.
- 9-10.L.VAU.5 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

- 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

<p><u>High-Quality Text(s):</u></p> <p>From <i>The Odyssey</i>, Part 1 (p. 1044)</p> <ul style="list-style-type: none"> • The Sirens, p. 1071-1073 <p><i>Siren Song</i> by Margaret Atwood (p. 1130)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • https://scsk12.learnzillion.com/lesson_plans/12306-lesson-26-contrasting-points-of-view-part-iii-extended-written-response/ • Additional materials: https://scsk12.learnzillion.com/lesson_plans/12306-lesson-26-contrasting-points-of-view-part-iii-extended-written-response/additional-materials • <i>Siren Song</i> by Margaret Atwood (p. 1130 of Pearson textbook) • Contrasting Points of View handout (GB) • Character Traits handout (class set or Anchor Chart: https://scsk12.learnzillion.com/resources/96872?card_id=112722) • Tone Words handout (class set or Anchor Chart: https://scsk12.learnzillion.com/resources/96873?card_id=112723) • Students may use notes and copies of the text to complete the timed extended response. 	<p>*Writing Assessment</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Write a timed extended response. (9-10.W.TTP.2, A-G) • Analyze a character as depicted in two different texts. (9-10.RL.IKI.7) <p><u>Agenda:</u></p> <ul style="list-style-type: none"> • Lesson 26, <i>The Odyssey</i>, LearnZillion • Students may use notes and copies of the text to complete the timed extended response. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>N/A – Writing Assessment</p> <p><u>Daily Writing Practice</u></p> <p>Writing Assessment</p>
Lesson 18	Instructional Plan

High-Quality Text(s):**From *The Odyssey*, Part 2 (p. 1089)**

- **Review and Anticipate, p. 1089-1096**

Materials:

- Pearson textbook
- paper/pen
- reading journal

Guiding Question: How is Odysseus a complex character?Learning Targets

- Read Book Thirteen of *The Odyssey*. (9-10.RL.KID.1)
- For each major episode of Book Thirteen, describe Odysseus's actions and motivations using academic and domain-specific words and phrases. (9-10.RL.KID.3, 9-10.L.VAU.5)
- Write a critical summary of Odysseus's arrival home. (9-10.RL.KID.2)

Agenda

- Literary Analysis – Epic Simile, p. 1087
- Reading Skill – Historical and Cultural Context, p. 1087
- Discuss the language, structure, and characteristics of epic poems, especially Greek epics.
- *Structure/Language* – If students will have difficulty with structure and clarity, have them first read Part 2 and note what has happened in Ithaca since Odysseus has been gone. Then, have them reread and identify any language that is not clear.
- *Analyzing* – If students will not have difficulty with structure and clarity, have them read part 2 and note examples of similes and symbols.
- Review and Anticipate, p. 1089
- Read the yellow box, top of p. 1090. Ask the students, “How did disguising Odysseus save his life? What would have happened if he'd not had a disguise?”
- Students read p. 1090-1096.
 - Reading Skill – Historical and Cultural Context, p. 1092-1094
 - Literary Analysis – Epic Simile, p. 1093
 - Literature in Context, p. 1095

Text-Dependent/Text-Specific Questions (Sample)

- Read the yellow box, top of p. 1090. Ask the students, “How did Athena's disguising Odysseus save his life? What would have happened if he'd not had a disguise? How do you know, based on other evidence in the text?”
- Students read p. 1090-1096.
 - What is different about the way Eumaeus is described in the text and the way he is portrayed in the artwork on p. 1091?
 - What do lines 1021-1029 suggest about the way ancient Greek's responded to the presence of a god?
 - Is the encounter described in lines 1034-1035 an example of an archetype? Why or why not?
 - In line 1037, how does the use of the word **incredulity** convey how Telemachus is feeling at this moment in the story?
 - To what are Odysseus' and Telemachus' cries compared in the epic simile in lines 1063-1065?

	<ul style="list-style-type: none"> ○ What does Odysseus' statement in lines 1109-1111 suggest about ancient Greek beliefs about the gods' interest in human affairs? ○ Why does Odysseus tell Telemachus to hold his anger and to refrain from acknowledging his father if the suitors verbally or physically attack his father? <p><u>Daily Writing Practice</u> Exit Ticket: Odysseus is known for being wise and strategic. What decisions does he make when he arrives home that keep him safe? Evaluate his ideas within a critical summary of your reading.</p>
Lesson 19	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p>From <i>The Odyssey</i>, Part 2 (p. 1089)</p> <ul style="list-style-type: none"> ● Argus, p. 1096-1097 ● The Suitors, p. 1097-1100 <p><u>Materials:</u></p> <ul style="list-style-type: none"> ● https://scsk12.learnzillion.com/lesson_plans/12307-lesson-27-odysseus-s-responses-to-conflict-book-thirteen/ ● Additional materials: https://scsk12.learnzillion.com/lesson_plans/12307-lesson-27-odysseus-s-responses-to-conflict-book-thirteen/additional-materials ● Pearson textbook ● Student copy of the character motivation handout for Book 13 (GB) ● The 3-2-1 Summarizer handout (GB) 	<p><u>Guiding Question:</u> How is Odysseus a complex character?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> ● Read excerpts from <i>The Odyssey</i>. (9-10.RL.KID.1) ● For each major episode of Book Thirteen, describe Odysseus's actions and motivations. (9-10.RL.KID.3) ● Identify key quotations that highlight Odysseus's actions and motivations. (9-10.RL.KID.2) <p><u>Agenda</u></p> <ul style="list-style-type: none"> ● Complete the reading in the textbook first, pages 1096-1100. <ul style="list-style-type: none"> ○ Humanities, p. 1096 ○ Reading Skill – Historical and Cultural Context, p. 1097-1101 ○ Literary Analysis – Epic Simile, p. 1100 ● Lesson 27, <i>The Odyssey</i>, LearnZillion <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> Complete the reading in the textbook, p. 1096-1100).</p> <ul style="list-style-type: none"> ● Reread lines 1024-1028. What is this describing? (clue: “death and darkness”) What does this say about the loyalty of Odysseus's dog? ● How does Antinous react to Odysseus, who is disguised as a beggar? ● What conflicting values does the exchange in lines 1218-1246 reveal about Antinous and Odysseus? ● Reread lines 1236-1246. What values regarding the use of physical force are evident in this speech? ● Reread lines 1254-1259. What ancient Greek belief is conveyed in this suitor's speech? ● How does Penelope regard Antinous based on the text? ● Odysseus hides his true identity from Penelope. How does this behavior suggest the trickster archetype?

	<p><u>Daily Writing Practice</u> Exit Ticket: How do the suitors greet Odysseus when he returns home, even dressed as a beggar? Would his reception have been different without his disguise? Explain how you know through writing a critical summary of your reading.</p>
<p>Lesson 20</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s):</u></p> <p>From <i>The Odyssey</i>, Part 2 (p. 1089)</p> <ul style="list-style-type: none"> • Argus, p. 1096-1097 • The Suitors, p. 1097-1100 <p><u>Materials:</u></p> <ul style="list-style-type: none"> • https://scsk12.learnzillion.com/lesson_plans/12308-lesson-28-epic-similes-and-their-role-in-the-text-book-sixteen/ • Additional materials: https://scsk12.learnzillion.com/lesson_plans/12308-lesson-28-epic-similes-and-their-role-in-the-text-book-sixteen/additional-materials • Pearson textbook • Student copy of completed 3-2-1 summarizer handout (GB) • notebook paper • The epic similes handout for Book Sixteen 	<p><u>Guiding Question:</u> How is Odysseus a complex character?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Re-read and discuss some critical passages from excerpts from <i>The Odyssey</i>. (9-10.RL.KID.1, 9-10.L.VAU.4) • Interpret figures of speech (e.g., epic similes) in context and analyze their role in the text. (9-10.RL.KID.4) • Analyze Odysseus’s actions and motivations in the text. (9-10.RL.KID.3) <p><u>Agenda:</u></p> <ul style="list-style-type: none"> • Lesson 28, <i>The Odyssey</i>, LearnZillion <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 5</p> <ul style="list-style-type: none"> • What is Eumaeus’s job? • How does Telemachus treat Eumaeus? • What is Odysseus’s disguise when he reaches Eumaeus’s hut? • Describe the encounter between Odysseus and Telemachus. • Who is the worst suitor? • Sample student answers: <ol style="list-style-type: none"> Eumaeus is a swineherd. Telemachus treats Eumaeus with deep respect, almost as if he were a father to him. Odysseus is disguised as a poor old beggar. Odysseus and Telemachus embrace and sob dramatically. Antinous is the worst suitor. <p>Slide 6</p> <ul style="list-style-type: none"> • Prompt students to use the conversation stems as they are discussing. As needed during the discussion, model how to use the stems. The goal is to get students to use these prompts as statements when they discuss with their peers.

- a. "So you're saying/asking/seeking clarification on [restatement of the student's comment/question]. Do I have that right?"
- b. "Y, restate or rephrase what X said."
- c. "How do you know? What evidence from the text supports your thinking?"
- d. "Who agrees/disagrees with X? Why?"
- e. "Can someone add to what X said?"
- f. "Take your time. We'll wait."
- g. "Who wants to change their thinking after listening to X's explanation/comment/question? How did it change your thinking?"
- h. The subject of (a) ___ is compared to (b) ___. Homer wants us to understand that (a) ___ and (b) ___ share the following characteristics: (1) ___ and (2) ___. Homer wants readers to draw the conclusion that ___.

Slide 7

- If students need more support, use this time to work individually with students or pull together small groups of students to work collaboratively.
- The subject of (a) ___ is compared to (b) ___. Homer wants us to understand that (a) ___ and (b) ___ share the following characteristics: (1) ___ and (2) ___. Homer wants readers to draw the conclusion that ___.

Daily Writing Practice

On the Epic Similes think sheet, students write commentary explaining the effect of the comparison being described in the epic simile.

Week 6**Instructional Focus****Reading: Literature**

9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

Writing

- 9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
- A. Introduce precise claim(s).
 - B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.

- D. Provide a concluding statement or section that follows from and supports the argument presented.
- E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- F. Establish and maintain a formal style and objective tone.

Language

- 9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
- 9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
- 9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in the text; analyze nuances in the meaning of words with similar denotations.

Speaking and Listening

- 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- 9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Lesson 21	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p>From <i>The Odyssey</i>, Part 2 (p. 1089)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • https://scsk12.learnzillion.com/lesson_plans/12309-lesson-29-socratic-seminar/ • Additional materials: https://scsk12.learnzillion.com/lesson_plans/12309-lesson-29-socratic-seminar/additional-materials • Note: The Levels of Inquiry handout is located in the GuideBook materials. • Pearson textbook • Student copy of completed 3-2-1 	<p><u>Guiding Question:</u> How do temptations and trials develop a person’s character?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Create a series of literal and interpretive questions that focus on the events and characters of <i>The Odyssey</i>. (9-10.RL.KID.3, 9-10.L.CSE.1, 9-10.L.CSE.2) • Explore characterization and thematic topics through class discussion. (9-10.SL.CC.1) • Answer the questions, “How do temptations and trials develop a person’s character?” (9-10.SL.PKI.4) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 29, <i>The Odyssey</i>, LearnZillion • The Levels of Inquiry handout is located in the GuideBooks. Electronic copies of all materials needed for this lesson can be found here: https://scsk12.learnzillion.com/lesson_plans/12309-lesson-29-socratic-seminar#additional-material <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 5</p>

<p>summarizer handout (GB)</p> <ul style="list-style-type: none"> • Student completed character motivation handouts • Copies of the conversation stems handout • Student reading response journals 	<ul style="list-style-type: none"> • What excuse does Telemachus give for removing the weapons from the hall? • Describe Melanthis. • Describe Penelope and Odysseus’s first encounter. • How does Eurycleia recognize Odysseus? • Describe Penelope’s dream. • Sample student answers: <ol style="list-style-type: none"> 1. Telemachus says that he is removing the weapons so that they aren’t made dirty by the smoke from the hall. 2. Melanthis is an unfaithful maid. She has allied herself to the suitors and treats Odysseus (still in disguise as a beggar) poorly. 3. Penelope thinks Odysseus is a visitor. 4. Eurycleia recognizes a scar on Odysseus’s upper thigh that he sustained from a wild hog in his youth. 5. Penelope dreams about her pet geese being killed by an eagle. <p>Slide 6</p> <ul style="list-style-type: none"> • If the discussion does not start right away, consider prompting students with the following questions: <ul style="list-style-type: none"> ○ Can you think of an episode earlier in the text where Odysseus encountered someone who made him angry? ○ How did he react? ○ Would you say up to this point that Odysseus is a thoughtful, reflective man? ○ How does the text explicitly tell us otherwise in this passage? What is the key word here? • Prompt students to use the conversation stems as they are discussing. As needed during the discussion, model how to use the stems. The goal is to get students to use these prompts as statements when they discuss with their peers. <ul style="list-style-type: none"> ○ “So you’re saying/asking/seeking clarification on [restatement of the student’s comment/question]. Do I have that right?” ○ “Y, restate or rephrase what X said.” ○ “How do you know? What evidence from the text supports your thinking?” ○ “Who agrees/disagrees with X? Why?” ○ “Can someone add to what X said?” ○ “Take your time. We’ll wait.” ○ “Who wants to change their thinking after listening to X’s explanation/comment/question? How did it change your thinking?” <p><u>Daily Writing Practice</u></p> <ul style="list-style-type: none"> • On slide 11, students are asked to respond to a question in their reading journals. • Students’ work product should be a rough draft. They can draw from this draft throughout the unit in preparation for the Culminating Writing Task at the end of the unit.
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Lesson 22	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p>From <i>The Odyssey</i>, Part 2 (p. 1089)</p> <ul style="list-style-type: none"> • Penelope, p. 1100-1103 • The Challenge, p. 1103-1105 <p><u>Materials:</u></p> <ul style="list-style-type: none"> • https://scsk12.learnzillion.com/lesson_plans/12310-lesson-30-odysseus-s-responses-to-conflict-books-20-21/ • Additional materials: https://scsk12.learnzillion.com/lesson_plans/12310-lesson-30-odysseus-s-responses-to-conflict-books-20-21/additional-materials • Pearson textbook, p. 1100-1105 • paper/pen • Student copies of the Books 20-23 handout (included in the GuideBooks) • Student access to a dictionary • PPT for Quiz – to be used at teacher discretion: http://bit.ly/2EsEzEU 	<p><u>Guiding Question:</u> How has Telemachus changed over the course of the epic?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Review plot details from Book Twenty and read excerpts of Book Twenty-One as a group. (9-10.RL.KID.3) • Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot. (9-10.RL.KID.3) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 30, <i>The Odyssey</i>, LearnZillion • The slides for the lesson set up a quiz that can be used formally or informally by teachers to check for understanding of the text. Suggested quiz questions are listed below in the TDQ section and are more specific to our textbook readings than the questions included on Slide 6. • Display Slide 5. • Say, “Before we begin today’s lesson, we will take a quick quiz to assess your understanding of the events in Book Nineteen. It is not necessary to write down the question. Number from one to five, leaving space between each number. Write the answer to each question.” • You can either give the quiz orally, or you can project the quiz questions for students to read. (See next slide for projected questions.) • If you have multiple sections of this class, you might consider coming up with different sets of questions for each class so that students do not learn about the questions from another class. • After giving the quiz questions, pick up the quizzes to assess for accuracy. • If you would prefer not to give a quiz, another option would be to give these questions to students prior to reading so that they could look for answers as they read. • Ask students to answer on loose leaf paper. • Divide the class into pairs using an established classroom routine. • Display Slide 7. • Then say, “The official title of the chapter in the original copy is ‘Portents Gather.’ Use a dictionary to look up the word portents, and write the definition on your books 20-23 guide.” • Book Twenty is not included in our textbook. Consider sharing this information with students by reading aloud or printing a class set: https://www.litcharts.com/lit/the-odyssey/book-20 • Next, say, “After reading Book Twenty, you should understand that this book contains dramatic foreshadowing about the events that are coming in the last books of the epic.” • Finally, instruct students: “For the next 20 minutes, you and a partner should complete the Minor Characters Chart in the GuideBook, which will help you sort out the characters.”

	<ul style="list-style-type: none"> • As students work, circulate throughout the class and offer necessary support. • Depending on your students' needs, consider projecting the completed handout (p. 2 of this resource: https://scsk12.learnzillion.com/resources/96945?card_id=112783) so that students may check their answers before moving on to Book Twenty-One. • Skip Slide 8 and project Slide 9. • Remind students: "Penelope has been planning an impossible contest to stall for more time so that she will not have to marry one of the suitors. Remember that Odysseus is still disguised as a beggar." • Say, "Now we will now begin reading Book Twenty One together. I will stop at various moments to check for your understanding and for us to discuss some plot details." (This instruction will differ based on student needs.) • Begin reading on page 1103. • Ask students the TDQs listed below to check for understanding. • Close the lesson. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> • Questions for the quiz included in PPT form here: http://bit.ly/2EsEzEU • Questions for students to answer during or after reading p. 1103-1105 in the textbook: <ul style="list-style-type: none"> ○ Describe the contest that Penelope proposes. ○ Reread lines 1368-1369. What does the word <i>disdainful</i> mean in line 1368? ○ Reread lines 1370-1379. What is the significance of meaning for the use of the word "effortlessly" in this passage? What does this tell us about Odysseus? ○ Reread lines 1393-1400. What is the meaning of the word <i>contemptible</i> in line 1397? ○ Describe the scene in lines 1401-1405. How is Telemachus changing now that his father has arrived home? <p><u>Daily Writing Practice</u> Exit Ticket: Have students answer the following question in a paragraph or two: <i>How has Telemachus changed over the course of the epic?</i></p>
Lesson 23	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p>From <i>The Odyssey</i>, Part 2 (p. 1089)</p> <ul style="list-style-type: none"> • Odysseus's Revenge, p. 1107-1111 • Penelope's Test, p. 1111-1114 • The Ending, p. 1114 	<p><u>Guiding Question:</u> What is the difference between a simile and an epic simile?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Review plot details from Book Twenty-Two and Book Twenty-Three as a group. (9-10.RL.KID.3) • Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot. (9-10.RL.KID.3) • Identify examples of <i>epic simile</i>. (9-10.L.VAU.5)

<p><u>Materials:</u></p> <ul style="list-style-type: none"> • https://scsk12.learnzillion.com/lesson_plans/12311-lesson-31-odysseus-s-responses-to-conflict-books-22-23/ • Additional materials: https://scsk12.learnzillion.com/lesson_plans/12311-lesson-31-odysseus-s-responses-to-conflict-books-22-23/additional-materials • Pearson textbook, p. 1107-1114 • paper/pen • Student copies of the Books 20-23 handout (included in the GuideBooks) 	<p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 31, <i>The Odyssey</i>, LearnZillion • If the homework from the previous lesson was not assigned, provide time for students to read p. 1107-1114 in the textbook. The First Read should be for the students to get the gist. You can chunk the text by section, have students read, then discuss the plot and characters as a class before moving on to the next section. • <i>The Odyssey</i> on film – Show the clip of Odysseus with the suitors then with Penelope: (Start around 2:45:00 – end near 2:57:00) https://www.youtube.com/watch?v=6S_I12WM_KM • For the question in the Book 23 Guide about the epic simile, have students copy this down from the board or from your recitation: ““Joy, warm as the joy that shipwrecked sailors feel / when they catch sight of land” (23.262-63). Extend the question by having students explain how this quote relates to <i>The Odyssey</i>. • To further explain the concept of an epic simile, use examples found here: http://blog.flocabulary.com/homeric-simile-examples/ <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><i>Odysseus’ Revenge, p. 1107-1111</i></p> <ul style="list-style-type: none"> • What is the mood of the scene described on p. 1107 when Odysseus kills Antinous? What words and phrases are used to create this mood? • What cultural values are revealed by Odysseus’ explanation for his anger in lines 1141-1444? • On p. 1109, why is the comparison of Eurymachus’ sharp sword to a razor only a simile and not an epic simile? • On p. 1110, what cultural values are reflected in Telemachus’ behavior toward his father? • Which aspects of the slain suitors’ appearance does the epic simile in lines 1535-1539 emphasize? <p><i>Penelope’s Test, p. 1111-1114</i></p> <ul style="list-style-type: none"> • Which details in the epic simile in lines 1547-1551 compare Odysseus’ hair to a work of art? • How does Penelope receive Odysseus when he reveals himself to her? • What is the mood of this scene? What words create the mood? • Why does Penelope change her mind about where Odysseus can sleep? • In what way does this epic simile recall the dangers Odysseus faced on his journey home? <p><u>Daily Writing Practice</u></p> <p>Exit Ticket: On a sheet of notebook paper, have students explain the difference between a simile and an epic simile in their own words.</p>
Lesson 24	Instructional Plan

<p><u>High-Quality Text(s):</u></p> <p><i>The Odyssey, Parts I & II</i></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • https://scsk12.learnzillion.com/lesson_plans/12312-lesson-32-culminating-writing-task-introduction-thesis-statement-and-topic-sentences/ • Additional materials: https://scsk12.learnzillion.com/lesson_plans/12312-lesson-32-culminating-writing-task-introduction-thesis-statement-and-topic-sentences/additional-materials • Pearson textbook • paper/pen • Student copies of “Ithaca” by Constantine Cavafy – included in both the Pearson textbook (p. 1135-1136) and the Student Reader at the back of the GuideBook copies, p. 13. • Student copies of the Culminating Writing Task handouts and other resources in the GuideBook. 	<p><u>Guiding Question:</u> Which is more important to the development of Odysseus’s character and a theme of the epic – the journey or the goal?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Analyze the prompt for the Culminating Writing Task. (9-10.W.TTP.1) • Draft an introductory paragraph. (9-10.W.TTP.1C) • Draft a thesis statement. (9-10.W.TTP.1A) • Draft topic sentences. (9-10.W.TTP.1B) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 32, The Odyssey, LearnZillion • Remember to reference the TNReady Grades 9-12 Argument Rubric (Revised May 2017) when creating your assessment rubric for this task. <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <p>N/A – Writing Assessment</p> <p><u>Daily Writing Practice</u></p> <p>Writing Assessment</p>
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Week 7

Instructional Focus

Reading: Literature

9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.

9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

Writing

9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

D. Provide a concluding statement or section that follows from and supports the argument presented.

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

F. Establish and maintain a formal style and objective tone.

9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.

9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking and Listening

9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Lesson 25	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><i>The Odyssey, Parts I & II</i></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • https://scsk12.learnzillion.com/lesson_plans/12313-lesson-33-culminating-writing-task-body-paragraphs-part-i/ • Additional materials: https://scsk12.learnzillion.com/lesson_plans/12313-lesson-33-culminating-writing-task-body-paragraphs-part-i/additional-materials • Pearson textbook • paper/pen • Student copies of the Culminating Writing Task handouts and other 	<p><u>Guiding Question:</u> Which is more important to the development of Odysseus's character and a theme of the epic – the journey or the goal?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Choose evidence for the Culminating Writing Task. (9-10.W.RBPK.9) • Begin drafting body paragraphs. (9-10.W.RW.10) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 33, <i>The Odyssey</i>, LearnZillion • Continue working through the writing process, giving feedback to students, extending points made in the last lesson, pairing students to give peer feedback, using the student exemplar to guide struggling students, etc. • Documents to help scaffold this lesson are included in the GuideBook. • Electronic copies of all materials needed for this lesson can be found here: https://scsk12.learnzillion.com/lesson_plans/12313-lesson-33-culminating-writing-task-body-paragraphs-part-i#additional-material • Remember to reference the TNReady Grades 9-12 Argument Rubric (Revised May 2017) when creating your assessment rubric for this task. <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p>

resources in the GuideBook.	N/A – Writing Assessment <u>Daily Writing Practice</u> Writing Assessment
Lesson 26	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><i>The Odyssey, Parts I & II</i></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • https://scsk12.learnzillion.com/lesson_plans/12314-lesson-34-culminating-writing-task-body-paragraphs-part-ii/ • Additional materials: https://scsk12.learnzillion.com/lesson_plans/12314-lesson-34-culminating-writing-task-body-paragraphs-part-ii/additional-materials • Pearson textbook • paper/pen • Student copies of the handouts included in the GuideBooks 	<p><u>Guiding Question:</u> Which is more important to the development of Odysseus’s character and a theme of the epic – the journey or the goal?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Finish drafting body paragraphs using effective lead-ins and commentary. (9-10.W.TTP.1F) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 34, <i>The Odyssey</i>, LearnZillion • Documents to help scaffold this lesson are included in the GuideBook. • Electronic copies of all materials needed for this lesson can be found here: https://scsk12.learnzillion.com/lesson_plans/12314-lesson-34-culminating-writing-task-body-paragraphs-part-ii/additional-materials <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> N/A – Writing Assessment</p> <p><u>Daily Writing Practice</u> Writing Assessment</p>
Lesson 27	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><i>The Odyssey, Parts I & II</i></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • https://scsk12.learnzillion.com/lesson_plans/12315-lesson-35-culminating-writing-task- 	<p><u>Guiding Question:</u> Which is more important to the development of Odysseus’s character and a theme of the epic – the journey or the goal?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Draft a conclusion paragraph. (9-10.W.TTP.1D) • Revise our essays for style. (9-10.W.TTP.1F) <p><u>Agenda</u></p>

<ul style="list-style-type: none"> • conclusion-paragraph-and-revision/https://scsk12.learnzillion.com/lesson_plans/12315-lesson-35-culminating-writing-task-conclusion-paragraph-and-revision/additional-materials • Additional materials: • Pearson textbook • paper/pen • Student copies of the handouts included in the GuideBooks 	<ul style="list-style-type: none"> • Lesson 35, <i>The Odyssey</i>, LearnZillion • Documents to help scaffold this lesson are included in the GuideBook. • Electronic copies of all materials needed for this lesson can be found here: https://scsk12.learnzillion.com/lesson_plans/12315-lesson-35-culminating-writing-task-conclusion-paragraph-and-revision#additional-material <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> N/A – Writing Assessment</p> <p><u>Daily Writing Practice</u> Writing Assessment</p>
Lesson 28	Instructional Plan
<p>High-Quality Text(s):</p> <p>The Truth About Being a Hero,” by Karl Marlantes (GB)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • https://scsk12.learnzillion.com/lesson_plans/12316-lesson-36-determining-central-ideas-and-claims-in-an-informational-text/additional-materials • Additional materials: • Student copies of the anchor text (included in the GuideBooks) • Summary chart for informational texts handout, per student, included in GuideBooks • paper/pen • The lesson references reading the 	<p><u>Guiding Question:</u> What makes a man or woman a hero?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Connect and extend our knowledge from <i>The Odyssey</i> to an informational text. (9-10.RI.KID.1) • Determine the central ideas in an informational text, and trace an author’s argument. (9-10.RI.KID.2) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 36, <i>The Odyssey</i>, LearnZillion • The lesson references reading the article aloud to students. If that meets the needs of your students, another option is to access the audio version of the text here: http://viewpure.com/n120jiS-pj4?start=0&end=0 • Slide 8 in the LearnZillion lesson references Fahrenheit 451. Mention to students that this book will be the anchor text for a later unit of study. If you prefer not to share this information early, insert themes and information from a unit from earlier in the school year. • Thematic statements: <ul style="list-style-type: none"> ○ should be declarative sentences. ○ should be universal. (The thematic statement should be able to apply to another text.) ○ should not be bound by time period, genre, culture, etc. ○ should reveal truths about life and human nature. <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 6</p> <ul style="list-style-type: none"> • For column one, provide the following hints for students as needed. These could also be written on a whiteboard or chart paper.

article aloud to students. If that meets the needs of your students, another option is to access the audio version of the text here: <http://viewpure.com/n12OjiS-pJ4?start=0&end=0>

- What is the issue being discussed?
- Who/What characters does the writer reference?
- Why is there a conflict? What are common beliefs about the issue?
- What is the alternative point of view that the author offers?
- For column two, ask students to identify the opinions that Marlantes asserts. For students who need more support, you might consider completing this portion together:
 - Most people want to be considered heroic.
 - The only people who know the value of medals are the recipients themselves.
 - Motives determine the worth of an action.
- See the following two slides for additional support for column three.

Slide 8

- Ask students the following question if they are struggling to create a statement: “What does the text teach the audience about [insert thematic idea/abstract noun]?”
- Encourage students not to include the author name, text title, or character names in their thematic statements.
- Use this time to work individually with students or pull together small groups of students who need extra support.

Daily Writing Practice

Exit Ticket: Record your thematic statement on a piece of paper to turn in for feedback.

Week 8

Instructional Focus

Reading: Literature

9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

Writing

9-10.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.

9-10.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking and Listening

- 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 9-10.SL.CC.2 Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.
- 9-10.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.
- 9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- 9-10.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 9-10.SL.PKI.6 Adapts speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Lesson 29	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><i>A Worn Path</i> by Eudora Welty</p> <p><i>Half a Day</i> by Naguib Mahfouz</p> <p><i>An Ancient Gesture</i> by Edna St. Vincent Millay (p. 1129)</p> <p>"The Truth About Being a Hero," by Karl Marlantes (GB)</p> <p>"Back from War, but Not Really Home," by Caroline Alexander (GB)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> https://scsk12.learnzillion.com/lesson_plans/12317-lesson-37-socratic-seminar/ Additional materials: https://scsk12.learnzillion.com/lesson_plans/12317-lesson-37-socratic-seminar/ 	<p><u>Guiding Question:</u> What about the human experience is revealed through the various depictions of the quest motif of the texts?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Participate in a class discussion. (9-10.SL.CC.1-6) Understand that a <u>motif</u> is "a distinctive feature or dominant idea in an artistic or literary composition." (9-10.RI.KID.2) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Lesson 37, The Odyssey, LearnZillion Resources for help with Socratic Seminars <ul style="list-style-type: none"> Socratic Seminars: Patience and Practice Socratic Seminars: Supporting Claims and Counterclaims Socratic Seminar Resource from Facing History and Ourselves <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p>Slide 5</p> <ul style="list-style-type: none"> To review the concept of a protagonist, ask the following questions: <ul style="list-style-type: none"> "Who is the protagonist of The Odyssey?" "Who is the protagonist of "Half a Day?" "Who is the protagonist of "A Worn Path?" If students are struggling, pose the following questions:

[seminar/additional-materials](#)

- Pearson textbook
- Students' completed summary charts for informational texts (GB)
- paper/reading journal, pen
- Conversation Stems sheet – one per group or one per student:
https://scsk12.learnzillion.com/resources/97051?card_id=112908

- “What are some words that you would use to describe your protagonist?”
- “What are some of the obstacles that your protagonist faces?”
- “What is your protagonist’s attitude toward obstacles?”
- “Do you think that your protagonist is heroic in his/her own way? Why or why not?”
- Prompt students to use the conversation stems as they are discussing in their small groups. As needed during the discussion, model how to use the stems. The goal is to get students to use these prompts as statements when they discuss with their peers.
 - “So you’re saying/asking/seeking clarification on [restatement of the student’s comment/question]. Do I have that right?”
 - “Y, restate or rephrase what X said.”
 - “How do you know? What evidence from the text supports your thinking?”
 - “Who agrees/disagrees with X? Why?”
 - “Can someone add to what X said?”
 - “Take your time. We’ll wait.”
 - “Who wants to change their thinking after listening to X’s explanation/comment/question? How did it change your thinking?”

Slide 6

- For the introduction portion of the presentations, prompt students with the following questions:
 - “Good evening _____. Can you tell us where you are from?”
 - “In what text can we read more about you?”
 - “What is your claim to fame?”
- For the prop portion of the presentations, prompt students with the following questions:
 - “I see that you’ve brought a ___ with you. Can you tell us more about it?”
 - For the evidence portion of the discussion, prompt students with the following questions:
 - “Why do you believe what you do about heroism?”
 - “Can you explain how you know? What evidence supports your thinking?”
- Prompt students to use the conversation stems as they are discussing. As needed during the discussion, model how to use the stems. The goal is to get students to use these prompts as statements when they discuss with their peers.
 - “So you’re saying/asking/seeking clarification on [restatement of the student’s comment/question]. Do I have that right?”
 - “Y, restate or rephrase what X said.”
 - “How do you know? What evidence from the text supports your thinking?”
 - “Who agrees/disagrees with X? Why?”
 - “Can someone add to what X said?”
 - “Take your time. We’ll wait.”

	<ul style="list-style-type: none"> ○ “Who wants to change their thinking after listening to X’s explanation/comment/question? How did it change your thinking?” <p><u>Daily Writing Practice</u> Exit Ticket: Students answer the question on Slide 7 on notebook paper: <i>What about the human experience is revealed through the various depictions of the quest motif of the texts?</i></p>
Lesson 30	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><i>A Worn Path</i> by Eudora Welty</p> <p><i>Half a Day</i> by Naguib Mahfouz</p> <p><i>An Ancient Gesture</i> by Edna St. Vincent Millay (p. 1129)</p> <p>“The Truth About Being a Hero,” by Karl Marlantes (GB)</p> <p>“Back from War, but Not Really Home,” by Caroline Alexander (GB)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • https://scsk12.learnzillion.com/lesson_plans/12318-lesson-38-extension-task/ • Additional materials: https://scsk12.learnzillion.com/lesson_plans/12318-lesson-38-extension-task/additional-materials • One copy per student of Extension Task directions: (ignore the Huler text) https://scsk12.learnzillion.com/resources/94682?card_id=157646 	<p>*Writing Assessment</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Respond to a prompt with a full essay in 45 minutes. (9-10.W.RW.10) • Write a multi-paragraph personal narrative essay. (9-10.W.TTP.3) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 38, <i>The Odyssey</i>, LearnZillion • Electronic copies of all materials needed for this lesson can be found here: https://scsk12.learnzillion.com/lesson_plans/12318-lesson-38-extension-task/additional-materials <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> N/A – Writing Assessment</p> <p><u>Daily Writing Practice</u> Writing Assessment</p>

<ul style="list-style-type: none"> • One copy per class for teacher use of Discussion Tracker: https://scsk12.learnzillion.com/resources/94684?card_id=157648 • One copy per student or a class set of the TN Writing Rubric – Narrative: https://www.tn.gov/content/dam/tn/education/documents/rubric_writing_g9-12_narrative.pdf 	
Lesson 31	Instructional Plan
<p><u>High-Quality Text(s):</u></p> <p><i>A Worn Path</i> by Eudora Welty</p> <p><i>Half a Day</i> by Naguib Mahfouz</p> <p><i>An Ancient Gesture</i> by Edna St. Vincent Millay (p. 1129)</p> <p>"The Truth About Being a Hero," by Karl Marlantes (GB)</p> <p>"Back from War, but Not Really Home," by Caroline Alexander (GB)</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • https://scsk12.learnzillion.com/lesson_plans/12319-lesson-39-extension-task-revision/ • Additional materials: https://scsk12.learnzillion.com/lesson_plans/12319-lesson-39-extension-task-revision/additional-materials • One copy per student of Extension Task directions: (ignore the Huler 	<p>*Writing Assessment</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Revise essays, responding to feedback from peers to improve language use and sentence structure, narrative techniques, or theme development. (9-10.W.PDW.5) <p><u>Agenda:</u></p> <ul style="list-style-type: none"> • Lesson 39, The Odyssey, LearnZillion • Electronic copies of all materials needed for this lesson can be found here: https://scsk12.learnzillion.com/lesson_plans/12319-lesson-39-extension-task-revision/additional-materials <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> N/A – Writing Assessment</p> <p><u>Daily Writing Practice</u> Students will work on revising drafts of the Extension Task, which is a summative writing piece.</p>

<p>text) https://scsk12.learnzillion.com/resources/94682?card_id=157646</p> <ul style="list-style-type: none"> • Every student should have their rough draft of the Extension Task from the previous lesson. • One copy per class for teacher use of Discussion Tracker: https://scsk12.learnzillion.com/resources/94684?card_id=157648 • One copy per student or a class set of the TN Writing Rubric – Narrative: https://www.tn.gov/content/dam/tn/education/documents/rubric_writing_g9-12_narrative.pdf 	
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Week 9

Instructional Focus

Reading: Literature

- 9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.KID.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RL.CS.5 Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
- 9-10.RL.CS.6 Analyze how point of view and/or author’s purpose shapes the content and style of diverse texts.
- 9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

Writing

- 9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
- A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.

	<p>B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.</p> <p>C. 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.</p> <p>D. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>E. Use appropriate formatting, graphics, and multimedia to aid comprehension.</p> <p>F. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>G. Establish and maintain a formal style and objective tone.</p>
<p>9-10.W.RW.10</p>	<p>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p>
<p>Language</p>	
<p>9-10.L.CSE.1</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</p>
<p>9-10.L.CSE.2</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.</p>
<p>9-10.L.VAU.4</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.</p>
<p>9-10.L.VAU.5</p>	<p>Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>9-10.L.VAU.6</p>	<p>Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

Lesson 32	Instructional Plan
<p><u>Cold-Read Task</u></p> <p><u>High-Quality Text(s):</u></p> <p>From Book Six of <i>The Iliad</i> by Homer</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> https://scsk12.learnzillion.com/lesson_plans/12320-lesson- 	<p>*Writing Assessment</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Assess our ability to read, comprehend, and express our understanding of a complex, grade-level text that shares similar themes with <i>The Odyssey</i>. (All relevant standards listed for the week.) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Lesson 40, <i>The Odyssey</i>, LearnZillion <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p>

<ul style="list-style-type: none"> • 40-cold-read-task-part-1/ • Additional materials: https://scsk12.learnzillion.com/lesson_plans/12320-lesson-40-cold-read-task-part-1/additional-materials • One copy per student (or as a class set) of the Cold-Read Task items: https://scsk12.learnzillion.com/resources/94680?card_id=112929 • One copy per student of the Cold-Read Task Answer Sheet: https://scsk12.learnzillion.com/resources/118183?card_id=157668 	<p>N/A – Writing Assessment</p> <p><u>Daily Writing Practice</u> Writing Assessment</p>
<p>Lesson 33</p>	<p>Instructional Plan</p>
<p><u>Cold-Read Task</u></p> <p><u>High-Quality Text(s):</u></p> <p>From Book Six of <i>The Iliad</i> by Homer</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> • https://scsk12.learnzillion.com/lesson_plans/12937-lesson-41-cold-read-task-part-2/ • Additional materials: https://scsk12.learnzillion.com/lesson_plans/12937-lesson-41-cold-read-task-part-2/additional-materials • One copy per student (or as a 	<p>*Writing Assessment</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Continue to assess our ability to read, comprehend, and express our understanding of a complex, grade-level text that shares similar themes with <i>The Odyssey</i>. (All relevant standards listed for the week.) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 41, <i>The Odyssey</i>, LearnZillion <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> N/A – Writing Assessment</p> <p><u>Daily Writing Practice</u> Writing Assessment</p>

class set) of the Cold-Read Task items:

https://scsk12.learnzillion.com/resources/94680?card_id=112929

- One copy per student of the Cold-Read Task Answer Sheet:
https://scsk12.learnzillion.com/resources/118183?card_id=157668