

9 <sup>th</sup> Grade	Quarter 3 Curriculum Map	Weeks 1-9
<b>Introduction</b>		
<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><b>By 2025,</b></p> <ul style="list-style-type: none"> <li>● <b>80% of our students will graduate from high school college or career ready</b></li> <li>● <b>90% of students will graduate on time</b></li> <li>● <b>100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.</b></li> </ul> <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 <a href="#">page 3</a>).</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 <a href="#">TN State Standards</a>, 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 <a href="#">the instructional shifts</a>.</p>		
<b>How to Use the Curriculum Maps</b>		
<p>The curriculum map is meant to <b>support effective planning and instruction</b>; 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 <a href="#">HS English Companion Guide</a> 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"> <li>● It is critical that teachers not only prepare to deliver <i>lessons</i>, but also prepare to teach from a variety of sources. The <a href="#">HS English Companion Guide</a> outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation.</li> <li>● 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.</li> <li>● 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.</li> <li>● The <a href="#">HS English Companion Guide</a> 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.</li> <li>● The <a href="#">HS English Companion Guide</a> 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.</li> </ul>		

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<b>Guidance for ELA Lessons and Units</b>		
<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>		
<b>Guidance on Assessments and Tasks</b>		
<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"> <li>• LearnZillion Guidebooks 2.0 (<a href="http://www.scsk12.learnzillion.com">www.scsk12.learnzillion.com</a> )</li> <li>• <a href="#">Facing History and Ourselves Teaching Strategies</a></li> <li>• <a href="#">EL Education Protocols</a></li> </ul> <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: <a href="https://www.tn.gov/education/assessment/tcap-writing-rubrics.html">https://www.tn.gov/education/assessment/tcap-writing-rubrics.html</a></p> <p>Daily instruction helps students read and understand text and express that understanding. Within the maps, <b>daily tasks</b> 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 <b>culminating task</b> 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 <b>cold-read tasks</b>. 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 <b>extension task</b>. 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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<b>SCS Instructional Framework</b>		

*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](#).

HS ELA Resource Toolkit

Literacy Shifts	Reading	Writing	Speaking and Listening
<ul style="list-style-type: none"> <li>• <a href="#">College- and Career-Ready Shifts in ELA / Literacy</a></li> <li>• <a href="#">Key Shifts in ELA</a></li> <li>• <a href="#">Using Evidence From the Text</a></li> <li>• <a href="#">Evidence Sentence Starters</a></li> <li>• <a href="#">Reading Complex Text</a></li> <li>• <a href="#">Close Reading</a></li> <li>• <a href="#">Text Complexity and Vocabulary Analysis</a></li> <li>• <a href="#">Close Reading Poetry</a></li> <li>• <a href="#">Determine a Deeper meaning of the text</a></li> <li>• <a href="#">How do the materials support all learners?</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Word Choice and Tone</a></li> <li>• <a href="#">Reading with Purpose and understanding</a></li> <li>• <a href="#">Reading with accuracy, rate, and expression</a></li> <li>• <a href="#">Annotating Text</a></li> <li>• <a href="#">Jigsaw</a></li> <li>• <a href="#">Notice and Note Signposts</a></li> <li>• <a href="#">SOAPstone</a></li> <li>• <a href="#">TP-CASST</a></li> <li>• <a href="#">Reading Log</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Opinion Writing</a></li> <li>• <a href="#">Argumentative Writing</a></li> <li>• <a href="#">Informational Writing</a></li> <li>• <a href="#">Narrative Writing</a></li> <li>• <a href="#">Parts of Speech</a></li> <li>• <a href="#">Verb and Pronoun Agreement</a></li> <li>• <a href="#">Capitalization and Punctuation</a></li> <li>• <a href="#">Sentence Structure</a></li> <li>• <a href="#">Tenses</a></li> <li>• <a href="#">Word Choice and Stone</a></li> <li>• <a href="#">Research Skills</a></li> <li>• <a href="#">Transitions</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Discussion Reflection</a></li> <li>• <a href="#">Reading with accuracy, rate, and expression</a></li> <li>• <a href="#">Conversation Guide</a></li> <li>• <a href="#">Evidence Sentence Starters</a></li> <li>• <a href="#">Accountable Talk</a></li> <li>• <a href="#">Gallery Walk</a></li> <li>• <a href="#">Philosophical Chairs Debate</a></li> <li>• <a href="#">Student-led Discussions (Socratic Seminar, Fishbowl)</a></li> </ul>
Language	Vocabulary	Scaffolding	Differentiation
<ul style="list-style-type: none"> <li>• <a href="#">ACT Knowledge of Language Standards and Conventions of Standard English Grammar, Usage, and Punctuation</a></li> <li>• <a href="#">11<sup>th</sup> Grade Language Standard Expectations:</a></li> <li>• <a href="#">Grammar – Parts of Speech:</a></li> <li>• <a href="#">Grammar – Subject/Verb and Pronoun/Antecedent Agreement:</a></li> <li>• <a href="#">Grammar – Capitalization and Punctuation:</a></li> <li>• <a href="#">Grammar – Sentence Structure:</a></li> <li>• <a href="#">Grammar – Tenses:</a></li> <li>• <a href="#">Grammar – Word Choice, Tone, Style:</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">15 Free Resources for Teaching High Frequency Vocabulary (TESOL)</a></li> <li>• <a href="#">Adlit.org – Improving Literacy Instruction in the Classroom</a></li> <li>• <a href="#">Vocabulary Based Activities for the High School Classroom</a></li> <li>• <a href="#">NEA Spelling and Vocabulary for Grades 9-12</a></li> <li>• <a href="#">Edutopia: Tips for Teaching Vocabulary</a></li> <li>• <a href="#">Effective Strategies for Teaching Vocabulary</a></li> <li>• <a href="#">Teaching Vocabulary Skills</a></li> <li>• <a href="#">Paper: Effective Vocabulary Instruction</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Writing and Grammar Interventions</a></li> <li>• <a href="#">Using Evidence from the Text</a></li> <li>• <a href="#">Research Skills</a></li> <li>• <a href="#">Reading with Purpose and Understanding</a></li> <li>• <a href="#">Reading with Accuracy, Rate, and Expression</a></li> <li>• <a href="#">Teaching Vocabulary in Context</a></li> <li>• <a href="#">20 Vocabulary Lesson Ideas</a></li> <li>• <a href="#">Complete ACT Grammar and Punctuation Rules</a></li> <li>• <a href="#">Grammar Exercises at MyEnglishGrammar</a></li> <li>• <a href="#">GrammarBook.com – English Grammar Rules</a></li> <li>• <a href="#">Merriam Webster: 8</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Writing and Grammar Interventions</a></li> <li>• <a href="#">Using Evidence from the Text</a></li> <li>• <a href="#">OTHER/ESL: Duolingo</a></li> <li>• <a href="#">ESL/ELL Resources to Succeed in School</a></li> <li>• <a href="#">50 Essential Sources for ESL Students</a></li> <li>• <a href="#">43 Excellent Resources for ESL Students</a></li> <li>• <a href="#">Reading Rockets – Teaching Vocabulary</a></li> <li>• <a href="#">Grammar Alive: pdf book text (includes resource for non-native speakers)</a></li> <li>• <a href="#">Perfect English Grammar</a></li> </ul>

<ul style="list-style-type: none"> <li>• <a href="#">Basic Grammar Guide</a></li> <li>• <a href="#">Capella University – Grammar Handbook</a></li> <li>• <a href="#">Grammar Alive – pdf book text</a></li> <li>• <a href="#">Purdue Writing Lab – Grammar Exercises</a></li> <li>• <a href="#">Grammar Exercises at ChompChomp</a></li> <li>• <a href="#">Merriam Webster Online Dictionary</a></li> <li>• <a href="#">Merriam Webster – Word of the Day</a></li> <li>• <a href="#">Merriam Webster – Grammar Check</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Paper: A “word” about Vocabulary Considerations Packets</a></li> </ul>	<p><a href="#">Grammar Terms You Knew But Forgot</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Basic English Grammar Rules with Example Sentences</a></li> </ul>	
Intervention/ Remediation	ACT/ PSAT	State and District Resources	Other Resources
<ul style="list-style-type: none"> <li>• <a href="#">RTI</a></li> <li>• <a href="#">Student Supports</a></li> <li>• <a href="#">Dropout Prevention</a></li> <li>• <a href="#">Remediation Strategies</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">TDOE ACT and SAT Resources –</a></li> <li>• <a href="#">ACT Standards Connections</a></li> <li>• <a href="#">ACT ELA Readiness Writing Standards</a></li> <li>• <a href="#">ACT Reading Standards</a></li> <li>• <a href="#">ACT English Standards</a></li> <li>• <a href="#">ACT/SAT Prep</a></li> <li>• <a href="#">Khan Academy-SAT</a></li> <li>• <a href="#">Official ACT Practice Tests</a></li> <li>• <a href="#">Power Score</a></li> <li>• <a href="#">SAT Connections-</a></li> <li>• <a href="#">SAT Teacher Implementation Guide</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">State Standards</a></li> <li>• <a href="#">State Blueprint</a></li> <li>• <a href="#">Writing Rubrics</a></li> <li>• <a href="#">TNReady Assessment</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Edugoodies</a></li> <li>• <a href="#">Clever</a></li> <li>• <a href="#">Learnzillion Resources</a></li> <li>• <a href="#">Discovery Education</a></li> <li>• <a href="#">Schoology</a></li> <li>• <a href="#">TedED</a></li> <li>• <a href="#">Classroom Management</a></li> <li>• <a href="#">Edutopia</a></li> </ul>

9 <sup>th</sup> 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>	<i>Fahrenheit 451</i> by Ray Bradbury	Social Studies, Censorship

### Social Emotional Learning

Central to the HS ELA curriculum, is a focus on students becoming effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, patience, self-management, responsibility, perseverance, collaboration); becoming ethical people, treating others well and standing up for what is right (e.g., morality, justice, empathy, integrity, respect, compassion); and working to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In the 9<sup>th</sup> grade, students focus on the importance of patience in gaining wisdom and experience and learn about self-management in the Odyssey unit. They learn about the development of the teenage brain and internal motivations in the Romeo and Juliet unit. Students explore morality in the face of injustice in the Hope Despair, and Memory unit. Finally, students study themes related to standing up for what is right in the Fahrenheit 451 unit.

You will notice throughout this curriculum map that opportunities for students to engage in social emotional learning are highlighted in blue. This could be discussion related to the mindsets and skills as listed above or opportunities for students to interactively engage in their learning communities.

Grade 9		Hope, Despair, and Memory	9 Weeks
<b>Unit Overview</b>			
Students read informational and literary texts about morality in the face of injustice. Students understand the consequences we face when we forget and the importance of remembering and memorializing tragic events. Students then express their understanding by exploring the different ways characters and historical figures have embraced humanity and created civility as a response to injustice.			
<b>Essential Questions:</b>			
<ul style="list-style-type: none"> <li>Why is remembering history important?</li> <li>How does tragedy help shape society?</li> </ul>			
<b>Anchor Text</b>		<b>Qualitative Analysis of Anchor Text</b>	
Hope, Despair, and Memory, Elie Wiesel		<p>To assist teachers with scaffolding instruction, the qualitative measures of the anchor text are provided here. These measures are based on the <a href="#">Text Complexity – Qualitative Measures Rubric</a>.</p> <ol style="list-style-type: none"> <li>Knowledge Demands – Very Complex</li> <li>Text Structure – Very Complex</li> <li>Language Features – Very Complex</li> <li>Purpose – Slightly Complex</li> </ol> <p>Overall Complexity – Very Complex</p>	
<b>Related Texts</b>			
<b>Build Knowledge:</b> The texts (print and non-print) listed below build student knowledge around the topic (Injustice, Morality, etc.) to make the anchor text accessible for students.			
<b>Informational Texts</b>			
<ul style="list-style-type: none"> <li><i>Declaration of Independence</i>, Thomas Jefferson</li> </ul>			
<b>Make Connections:</b> The texts listed below provide students with the opportunity to analyze multiple texts for common themes, make thematic connections across texts, and prepare for the End-of-unit assessment.			
<b>Literary Texts</b>			
<ul style="list-style-type: none"> <li><i>Antigone</i>, Sophocles <a href="http://johnstoniatexts.x10host.com/sophocles/antigonehtml.html">http://johnstoniatexts.x10host.com/sophocles/antigonehtml.html</a></li> <li>“The Lottery,” Shirley Jackson <a href="http://sites.middlebury.edu/individualandthesociety/files/2010/09/jackson_lottery.pdf">http://sites.middlebury.edu/individualandthesociety/files/2010/09/jackson_lottery.pdf</a></li> </ul>			
<b>Informational Texts</b>			
<ul style="list-style-type: none"> <li><i>I Have a Dream</i>, Martin Luther King, Jr. – Text and Video</li> </ul>			
<b>Non- Print Texts</b>			
<ul style="list-style-type: none"> <li>The Lottery, Video <a href="http://viewpure.com/RV03h3XWTDU?start=0&amp;end=0">http://viewpure.com/RV03h3XWTDU?start=0&amp;end=0</a></li> </ul>			
<b>*Printed materials listed in this section can be found in the printed student Guidebooks and Unit Readers.</b>			

**End-of-Unit Assessment:**

“Mankind must remember that peace is not God’s gift to his creatures, it is our gift to each other.”--Elie Wiesel from “Hope, Despair and Memory”

Select one of the texts we’ve read in this unit. How would the author respond to Elie Wiesel’s claim in this quotation from “Hope, Despair and Memory”? Write an essay that develops and supports your claim of how the author of the selected text would respond to Elie Wiesel’s speech. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence to support the analysis, including direct quotations and parenthetical citations.

**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.RRTC.10

**Reading: Informational Texts**

9-10.RI.KID.1, 9-10.RI.KID.2, 9-10.RI.KID.3, 9-10.RI.CS.4, 9-10.RI.CS.5, 9-10.RI.CS.6, 9-10.RI.IKI.7, 9-10.RI.IKI.8, 9-10.RI.IKI.9, 9-10.RI.RRTC.10

**Language**

9-10.L.CSE.1, 9-10.L.CSE.2, 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.2, 9-10.SL.PKI.4, 9-10.SL.PKI.5, 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.7, 9-10.W.RBPK.8, 9-10.W.RBPK.9, 9-10.W.RW.10

January 6, 2020- January 10, 2020

**Instructional Focus****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.CS.5 Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

9-10.RI.CS.6 Determine an author’s point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.

**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.

**Instructional Plan**

Flex Day

	<p>Teachers may use this time to:</p> <ul style="list-style-type: none"> <li>• Build classroom community using student data</li> <li>• Focus on components of SEL. <ul style="list-style-type: none"> <li>○ <a href="#">What is SEL?</a></li> <li>○ <a href="#">SEL in HS ELA Instruction</a></li> <li>○ <a href="#">Sample Teaching Activities to Support the Core Competencies of SEL</a></li> <li>○ <a href="#">Social Emotional Learning</a></li> </ul> </li> <li>• Practice close reading using LZ mini lessons <a href="#">found here</a>.</li> </ul>
	<b>Instructional Plan</b>
	<p>Flex Day</p> <p>Teachers may use this time to:</p> <ul style="list-style-type: none"> <li>• Build classroom community using student data</li> <li>• Focus on components of SEL. <ul style="list-style-type: none"> <li>○ <a href="#">What is SEL?</a></li> <li>○ <a href="#">SEL in HS ELA Instruction</a></li> <li>○ <a href="#">Sample Teaching Activities to Support the Core Competencies of SEL</a></li> <li>○ <a href="#">Social Emotional Learning</a></li> </ul> </li> <li>• Practice close reading using LZ mini lessons <a href="#">found here</a>.</li> </ul>
<b>Lesson 1</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u>  <b><i>The Declaration of Independence by Thomas Jefferson</i></b></p> <p><u>Materials:</u>  <a href="https://scsk12.learnzillion.com/lesson_plans/12241-lesson-1-declaration-of-independence-sections-1-and-2/additional-materials?card=102172">https://scsk12.learnzillion.com/lesson_plans/12241-lesson-1-declaration-of-independence-sections-1-and-2/additional-materials?card=102172</a></p> <ul style="list-style-type: none"> <li>• Conversation Stems Handout</li> </ul> <p>Highlighters</p>	<p><u>Guiding Question:</u> What is the author’s purpose in writing the <i>Declaration of Independence</i>?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Begin reading the Declaration of Independence by Thomas Jefferson. (9-10.RI.KID.2)</li> <li>• Summarize Jefferson’s main points in the first 2 sections. (9-10.RI.KID.2)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Students will read the first two sections of the Declaration of Independence and write objective summaries of Jefferson’s main points. Lesson 1- <a href="https://scsk12.learnzillion.com/lesson_plans/12241-lesson-1-declaration-of-independence-sections-1-and-2/lesson">https://scsk12.learnzillion.com/lesson_plans/12241-lesson-1-declaration-of-independence-sections-1-and-2/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u>  <b>Slide 9</b></p>

	<ul style="list-style-type: none"> <li>• Jefferson chose to begin the Declaration of Independence with the words, “The unanimous Declaration of the thirteen United States of America.” Was this necessary? Could the 13 colonies have declared independence if they were not unanimous?</li> <li>• Jefferson notes that “all men are created equal,” suggesting that this was “self-evident.” What is meant by this statement? How has this idea been supported or challenged throughout history?</li> <li>• How does Jefferson explain the reason for a formal declaration of independence? Why does Jefferson state the “causes which impel them to separate?” Is this necessary?</li> </ul> <p><b>Slide 11</b></p> <ul style="list-style-type: none"> <li>• Which two quotations reveal Jefferson’s main point in writing the text?</li> </ul> <p><u>Daily Writing Practice</u> Students summarize the reading of section 1.</p>
<b>Lesson 2</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> <b><i>The Declaration of Independence by Thomas Jefferson</i></b></p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12242-lesson-2-declaration-of-independence-jefferson-s-main-idea/additional-materials?card=102179">https://scsk12.learnzillion.com/lesson_plans/12242-lesson-2-declaration-of-independence-jefferson-s-main-idea/additional-materials?card=102179</a></p> <ul style="list-style-type: none"> <li>• Dictionary</li> </ul> <p>Reading Log</p>	<p><u>Guiding Question:</u> What is the author’s purpose in writing the <i>Declaration of Independence</i>?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Analyze a text to determine how an author reveals a central idea. (9-10.RI.KID.2)</li> <li>• Discuss how an author structures an argument to convey a main idea. (9-10.RI.CS.5)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Students explain how Jefferson develops his main idea in the Declaration of Independence through discussion and writing. Lesson 2-- <a href="https://scsk12.learnzillion.com/lesson_plans/12242-lesson-2-declaration-of-independence-jefferson-s-main-idea/lesson">https://scsk12.learnzillion.com/lesson_plans/12242-lesson-2-declaration-of-independence-jefferson-s-main-idea/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><b>Slide 7</b></p> <ul style="list-style-type: none"> <li>• Which quotations reveal King Georges’ largest offences in the list of grievances?</li> </ul> <p><b>Slide 9</b></p> <ul style="list-style-type: none"> <li>• Which grievance is most related to a central idea of the text?</li> </ul> <p><u>Daily Writing Practice</u> Students summarize the reading of section 2.</p>

Lesson 3	Instructional Plan
<p><u>High Quality Text(s):</u> <b><i>The Declaration of Independence</i> by Thomas Jefferson</b></p> <p><u>Materials:</u></p> <p><a href="https://scsk12.learnzillion.com/lesson_plans/12243-lesson-3-declaration-of-independence-objective-summary/additional-materials?card=102186">https://scsk12.learnzillion.com/lesson_plans/12243-lesson-3-declaration-of-independence-objective-summary/additional-materials?card=102186</a></p> <p>Dictionary Highlighters</p>	<p><u>Guiding Question:</u> What is the author’s purpose in writing the <i>Declaration of Independence</i>?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Finish Reading the Declaration of Independence. (9-10.RI.KID.2)</li> <li>• Annotate for Jefferson’s purpose in writing the text. (9-10.RI.CS.6)</li> <li>• Create an objective summary of the text. (9-10.RI.KID.2)</li> <li>• Proofread and revise a summary.</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Students will read the Declaration of Independence and write objective summaries of the document. Lesson 3 --</li> </ul> <p><a href="https://scsk12.learnzillion.com/lesson_plans/12243-lesson-3-declaration-of-independence-objective-summary/">https://scsk12.learnzillion.com/lesson_plans/12243-lesson-3-declaration-of-independence-objective-summary/</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> N/A</p> <p><u>Daily Writing Practice</u> Students write and revise summaries of the text.</p>

### January 13, 2020-January 17, 2020

#### Instructional Focus

##### **Reading: Information**

- 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.
- 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.
- 9-10.RI.CS.5 Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.RI.CS.6 Determine an author’s point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.

##### **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.

<p>9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.</p> <p>9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.</p> <p>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.</p> <p><b>Language</b></p> <p>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.</p>	
<p><b>Lesson 4</b></p>	<p><b>Instructional Plan</b></p>
<p><u>High Quality Text(s):</u>  <b>“Hope, Despair, and Memory” by Elie Wiesel</b></p> <p><u>Materials:</u>  <a href="https://scsk12.learnzillion.com/lesson_plans/12244-lesson-4-hope-despair-and-memory-analyzing-words-and-phrases/additional-materials?card=102193">https://scsk12.learnzillion.com/lesson_plans/12244-lesson-4-hope-despair-and-memory-analyzing-words-and-phrases/additional-materials?card=102193</a></p> <ul style="list-style-type: none"> <li>• Annotation Guide</li> <li>• Highlighters</li> <li>• Dictionaries</li> </ul>	<p><u>Guiding Question:</u> How does an author develop and convey an idea?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Read ‘Hope, Despair, and Memory. (9-10.RI.KID.2)</li> <li>• Annotate the text.</li> <li>• Discuss how an author develops a claim. (9-10.RI.KID.3)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Students will analyze how the use of words and phrases develop the author’s claim in “Hope, Despair, and Memory.” Lesson 4-- <a href="https://scsk12.learnzillion.com/lesson_plans/12244-lesson-4-hope-despair-and-memory-analyzing-words-and-phrases/lesson">https://scsk12.learnzillion.com/lesson_plans/12244-lesson-4-hope-despair-and-memory-analyzing-words-and-phrases/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><b>Slide 8</b></p> <ul style="list-style-type: none"> <li>• What is Wiesel saying about memory in the first 13 paragraphs of the text?</li> </ul> <p><u>Daily Writing Practice</u></p> <p>Have students brainstorm as a group and respond in writing to the question listed on slide 8.</p>
<p><b>Lesson 5</b></p>	<p><b>Instructional Plan</b></p>
<p><u>High Quality Text(s):</u>  <b>“Hope, Despair, and Memory” by Elie Wiesel</b></p> <p><u>Materials:</u></p>	<p><u>Guiding Question:</u> How does an author develop and convey an idea?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Reread paragraph 7 and discuss the syntax in paragraph 7. (9-10.RI.KID.3, 9-10.RI.CS.5)</li> </ul>

<p><a href="https://scsk12.learnzillion.com/lesson_plans/12245-lesson-5-hope-despair-and-memory-analyzing-claims-and-syntax/additional-materials?card=102200">https://scsk12.learnzillion.com/lesson_plans/12245-lesson-5-hope-despair-and-memory-analyzing-claims-and-syntax/additional-materials?card=102200</a></p> <ul style="list-style-type: none"> <li>Claims Chart Handout</li> </ul> <p>Tone Words Handout</p>	<ul style="list-style-type: none"> <li>Complete a claims chart about the text. (9-10.RI.KID.3, 9-10.RI.CS.5)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>Students will analyze how the author unfolds his claims in the first 13 paragraphs of “Hope, Despair, and Memory” and analyze his syntax of paragraph 7 of the text. Lesson 5-- <a href="https://scsk12.learnzillion.com/lesson_plans/12245-lesson-5-hope-despair-and-memory-analyzing-claims-and-syntax/lesson">https://scsk12.learnzillion.com/lesson_plans/12245-lesson-5-hope-despair-and-memory-analyzing-claims-and-syntax/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><b>Slide 6</b></p> <ul style="list-style-type: none"> <li>Look at the pattern of words in paragraph 7. What tone is developed as a result of the connotation of these words?</li> </ul> <p><b>Slide 7</b></p> <ul style="list-style-type: none"> <li>What effect do the words and imagery in paragraph 7 have on the reader?</li> </ul> <p><b>Slide 8</b></p> <ul style="list-style-type: none"> <li>What is the tone of the first 13 paragraphs of the text? How does the tone contribute to the central idea of the text?</li> </ul> <p><b>Slide 9</b></p> <ul style="list-style-type: none"> <li>What might be the author’s purpose for writing this speech. How does he use language or strategies to achieve his purpose?</li> </ul> <p><u>Daily Writing Practice</u></p> <p>Have students respond to the following quick write: What is the central idea? How does the author develop the idea?</p>
Lesson 6	Instructional Plan

<p><u>High Quality Text(s):</u>  <b>“Hope, Despair, and Memory” by Elie Wiesel</b></p> <p><u>Materials:</u>  <a href="https://scsk12.learnzillion.com/lesson_plans/12246-lesson-6-hope-despair-and-memory-syntactical-analysis/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12246-lesson-6-hope-despair-and-memory-syntactical-analysis/additional-materials</a></p> <ul style="list-style-type: none"> <li>• Sentence Strip</li> <li>• Scissors</li> </ul> <p>Reading Log</p>	<p><u>Guiding Question:</u> How does an author develop and convey an idea?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Dissect a sentence. (9-10.L.CSE.1)</li> <li>• Write sentences modeled after Wiesel’s sentence structure. (9-10.L.CSE.1)</li> <li>• Analyze how Wiesel’s tone, imagery, language and evidence help develop a central idea and advance his point of view. (9-10.RI.CS.6)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Students will complete a syntactical analysis of part portions of “Hope, Despair, and Memory” to further their understanding of how an author uses structure to convey a central idea. Lesson 6--  <a href="https://scsk12.learnzillion.com/lesson_plans/12246-lesson-6-hope-despair-and-memory-syntactical-analysis/lesson">https://scsk12.learnzillion.com/lesson_plans/12246-lesson-6-hope-despair-and-memory-syntactical-analysis/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u>  <b>Slide 7</b></p> <ul style="list-style-type: none"> <li>• How do Wiesel’s use of phrases, conjunctions, and punctuation produce sentence variety and fluency in the paragraph? What is the effect of Wiesel’s sentence variety and fluency?</li> </ul> <p><u>Daily Writing Practice</u>  Students respond to the following prompt: How do Wiesel’s language, imagery, tone, and evidence in the paragraph you examined develop a central idea and advance his point of view in paragraphs 1-13.</p>
<p><b>Lesson 7</b></p>	<p><b>Instructional Plan</b></p>

<p><u>High Quality Text(s):</u>  <b>“The Lottery” by Shirley Jackson</b></p> <p><u>Materials:</u>  <a href="https://scsk12.learnzillion.com/lesson_plans/12247-lesson-7-diction-and-connotation-in-the-lottery/lesson/additional-materials?card=102213">https://scsk12.learnzillion.com/lesson_plans/12247-lesson-7-diction-and-connotation-in-the-lottery/lesson/additional-materials?card=102213</a></p> <ul style="list-style-type: none"> <li>“The Lottery” by Shirley Jackson After Reading Handout</li> </ul> <p>Highlighters</p>	<p><u>Guiding Question:</u> How does the author develop theme or central idea?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Read “The Lottery” by Shirley Jackson.</li> <li>Annotate connotative diction and figurative language in these paragraphs. (9-10.RL.KID.4)</li> <li>Discuss how an author creates a mood. (9-10.RL.KID.4)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>Students begin to analyze how language creates mood in “The Lottery” by Shirley Jackson. Lesson 7-- <a href="https://scsk12.learnzillion.com/lesson_plans/12247-lesson-7-diction-and-connotation-in-the-lottery/lesson/">https://scsk12.learnzillion.com/lesson_plans/12247-lesson-7-diction-and-connotation-in-the-lottery/lesson/</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u>  <b>Slide 6</b></p> <ul style="list-style-type: none"> <li>What mood is established by the first 7 paragraphs of the text?</li> </ul> <p><u>Daily Writing Practice</u>  Students respond to the quick write as outlined on slide 8: According to the text, how does tradition influence the villagers’ behavior?</p>
<p><b>Lesson 8</b></p>	<p><b>Instructional Plan</b></p>
<p><u>High Quality Text(s):</u>  <b>“The Lottery” by Shirley Jackson</b></p> <p><u>Materials:</u>  <a href="https://scsk12.learnzillion.com/lesson_plans/12248-lesson-8-the-lottery-tradition-and-society/additional-materials?card=102219">https://scsk12.learnzillion.com/lesson_plans/12248-lesson-8-the-lottery-tradition-and-society/additional-materials?card=102219</a></p> <ul style="list-style-type: none"> <li>“The Lottery” by Shirley Jackson After Reading Handout</li> </ul> <p>Highlighters</p>	<p><u>Guiding Question:</u> How does tradition dictate society’s action?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Students will finish reading “The Lottery”.</li> <li>Write about Jackson’s central idea. (9-10.RL.KID.2)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>Students will finish reading “The Lottery” and analyze how tradition dictate society’s actions. Lesson 8-- <a href="https://scsk12.learnzillion.com/lesson_plans/12248-lesson-8-the-lottery-tradition-and-society/?card=102219">https://scsk12.learnzillion.com/lesson_plans/12248-lesson-8-the-lottery-tradition-and-society/?card=102219</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u>  <b>Slide 8</b></p> <ul style="list-style-type: none"> <li>How does tradition dictate society’s action?</li> </ul>

Daily Writing Practice

Students complete part 2 of the writing assignment.

### January 21, 2020- January 27, 2020

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.
- 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.CS.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.

**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.
- A. Use context as a clue to the meaning of a word or a phrase.
- B. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.

- C. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.  
D. Use etymological patterns in spelling as clues to the meaning of a word or phrase.

**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 9	Instructional Plan
<p><u>High Quality Text(s):</u> <b>“The Lottery” by Shirley Jackson</b></p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12249-lesson-9-the-lottery-timed-writing/additional-materials?card=102228">https://scsk12.learnzillion.com/lesson_plans/12249-lesson-9-the-lottery-timed-writing/additional-materials?card=102228</a></p> <ul style="list-style-type: none"> <li>• “The Lottery” by Shirley Jackson After Reading Handout</li> </ul>	<p><u>Guiding Question:</u> What makes the delivery of the central idea effective in selected texts.</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Share reactions to the end of the text.</li> <li>• Discuss the text. (9-10.SL.CC.1)</li> <li>• Complete a timed writing activity. (9-10.RL.KID.2)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Students will write a timed response in which they compare central ideas from diverse texts. Lesson 9-- <a href="https://scsk12.learnzillion.com/lesson_plans/12249-lesson-9-the-lottery-timed-writing/lesson">https://scsk12.learnzillion.com/lesson_plans/12249-lesson-9-the-lottery-timed-writing/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> <b>Slide 6</b></p> <ul style="list-style-type: none"> <li>• What ideas or themes does “The Lottery” present that are similar to Wiesel’s? What makes each effective in its delivery?</li> </ul> <p><u>Daily Writing Practice</u> Students complete a timed writing response to the following prompt: What ideas or themes does “The Lottery” present that are similar to Wiesel’s? What makes each effective in its delivery?</p>
Lesson 10	Instructional Plan
<p><u>High Quality Text(s):</u> <b>“The Lottery” by Shirley Jackson</b></p> <p><u>Materials:</u></p>	<p><u>Guiding Question:</u> What makes the delivery of the central idea effective in selected versions of the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Watch a film version of the text. (9-10.RL.IKI.7)</li> </ul>

<p><a href="https://scsk12.learnzillion.com/lesson_plans/12250-lesson-10-analyze-representation-of-the-lottery-in-film/additional-materials?card=102235">https://scsk12.learnzillion.com/lesson_plans/12250-lesson-10-analyze-representation-of-the-lottery-in-film/additional-materials?card=102235</a></p> <ul style="list-style-type: none"> <li>Venn Diagram Handout</li> <li>Annotated Copy of “The Lottery”</li> </ul>	<ul style="list-style-type: none"> <li>Complete a film analysis. (9-10.RL.IKI.7)</li> <li>Compare and Contrast the film and text versions. (9-10.RL.IKI.7)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>Students view a film version of “The Lottery.” They compare and contrast the film and short story versions of the text. Lesson 10-- <a href="https://scsk12.learnzillion.com/lesson_plans/12250-lesson-10-analyze-representation-of-the-lottery-in-film/lesson">https://scsk12.learnzillion.com/lesson_plans/12250-lesson-10-analyze-representation-of-the-lottery-in-film/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><b>Slide 8</b></p> <ul style="list-style-type: none"> <li>Which version of the story most effectively delivers the meaning of the story? What details most contribute to the effectiveness?</li> </ul> <p><u>Daily Writing Practice</u></p> <p>As an exit ticket, students respond to the following prompt: What is the central idea of the written version? The film version? Is the message of these two texts the same or different?</p>
<p><b>Lesson 11</b></p>	<p><b>Instructional Plan</b></p>
<p><u>High Quality Text(s):</u>  <b>“Hope, Despair, and Memory” by Elie Wiesel</b></p> <p><u>Materials:</u>  <a href="https://scsk12.learnzillion.com/lesson_plans/12251-lesson-11-paradoxes-in-hope-despair-and-memory/additional-materials?card=102242">https://scsk12.learnzillion.com/lesson_plans/12251-lesson-11-paradoxes-in-hope-despair-and-memory/additional-materials?card=102242</a></p> <ul style="list-style-type: none"> <li>Annotated Copy of “Hope, Despair, and Memory”</li> <li>Semantic Map Handout</li> </ul> <p>Reading Log</p>	<p><u>Guiding Question:</u> How do the author’s use of specific words impact the meaning of the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Read paragraphs 14-23 of “Hope, Despair, and Memory” to further our understanding of terminology concerning memory and Wiesel’s experiences. (9-10.L.VAU.4, 9-10.RL.KID.4)</li> </ul> <p><u>Agenda</u></p> <p>Students will read paragraphs 14-23 of “Hope, Despair, and Memory” and analyze words in the text using a semantic map. Lesson 11-- <a href="https://learnzillion.com/lesson_plans/12251-lesson-11-paradoxes-in-hope-despair-and-memory/lesson">https://learnzillion.com/lesson_plans/12251-lesson-11-paradoxes-in-hope-despair-and-memory/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><b>Slide 8</b></p> <ul style="list-style-type: none"> <li>Paraphrase the quotation: “How are we to reconcile our supreme duty toward memory with the need to forget what is essential to life? No generation has had to confront this paradox with such urgency.”</li> <li>What is significant about this quotation given your previous understanding of Wiesel’s argument concerning memory</li> </ul>

Daily Writing Practice

As an exit ticket, students respond to the question listed on slide 8 in their reading log. Encourage students to refer back to the text for evidence.

**Lesson 12****Instructional Plan**High Quality Text(s):

***Antigone*** by Sophocles

Materials:

[https://scsk12.learnzillion.com/lesson\\_plans/12252-lesson-12-understanding-plot-and-characterization-in-the-background-information-and-excerpt-1-of-antigone/additional-materials](https://scsk12.learnzillion.com/lesson_plans/12252-lesson-12-understanding-plot-and-characterization-in-the-background-information-and-excerpt-1-of-antigone/additional-materials)

Dialectical Journal Handout

Guiding Question: How do the words/quotes in the text help to develop the characters in the text?

Learning Targets

- Read and summarize the main events of Antigone. (9-10.RL.KID.2)
- Complete an entry in the dialectical journal. (9-10.RL.KID.3)

Agenda

- Students begin reading of excerpts from Antigone to examine how nuances in word meaning affect characterization.
- Students begin a dialectical journal which they will update throughout the reading of the text. Lesson 12- [https://scsk12.learnzillion.com/lesson\\_plans/12252-lesson-12-understanding-plot-and-characterization-in-the-background-information-and-excerpt-1-of-antigone/lesson](https://scsk12.learnzillion.com/lesson_plans/12252-lesson-12-understanding-plot-and-characterization-in-the-background-information-and-excerpt-1-of-antigone/lesson) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

Text-Dependent/Text-Specific Questions (Sample)

Slide 5

- Line 47: What is upsetting Antigone?
- Line 56: What is Antigone planning to do? What does she want from Ismene?
- Line 85 (bottom): What reasons does Ismene give Antigone for why they should not bury their brother?
- Line 100: Why does Antigone feel that it is necessary to continue forward with her plans to bury her brother?

Daily Writing Practice

As an exit ticket, have students take their annotations and summary statement from the text and write a summary of the plot of this section.

**Lesson 13****Instructional Plan**High Quality Text(s):

***Antigone*** by Sophocles

Materials:

[https://scsk12.learnzillion.com/lesson\\_plans/12253-lesson-13-understanding-plot-and-characterization-in-excerpt-2-of-antigone/additional-materials](https://scsk12.learnzillion.com/lesson_plans/12253-lesson-13-understanding-plot-and-characterization-in-excerpt-2-of-antigone/additional-materials)

Dialectical Journal Handout

Guiding Question: How do the words/quotes in the text help to develop the characters in the text?

Learning Targets

- Read and summarize the main events of Antigone. (9-10.RL.KID.2)
- Complete an entry in the dialectical journal. (9-10.RL.KID.3)
- Discuss how a character uses words to create an argument. (9-10.RL.KID.3)

Agenda

- Students read lines 48-120 from Antigone and continue to examine how nuances in word meaning affect characterization. Students also continue to interpret quotations in their dialectical journal. Lesson 13- [https://scsk12.learnzillion.com/lesson\\_plans/12253-lesson-13-understanding-plot-and-characterization-in-excerpt-2-of-antigone/description?card=102254](https://scsk12.learnzillion.com/lesson_plans/12253-lesson-13-understanding-plot-and-characterization-in-excerpt-2-of-antigone/description?card=102254) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

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

- Line 241: Why does Creon say he is refusing Polyneices funeral rites?

**Slide 8**

- How does Creon use words to persuade his audience? Use evidence from the text to support your answer.

Daily Writing Practice

As an exit ticket, have students take their annotations and summary statement from the text and write a summary of the plot of this section.

### January 28, 2020-February 3, 2020

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.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.

**Reading: Informational Texts**

- 9-10.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.RI.CS.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.

**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.PK1.4 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 14	Instructional Plan
<p><u>High Quality Text(s):</u> <b>Antigone</b> by Sophocles</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12254-lesson-14-understanding-plot-and-characterization-in-lines-424-533-from-antigone/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12254-lesson-14-understanding-plot-and-characterization-in-lines-424-533-from-antigone/additional-materials</a></p> <ul style="list-style-type: none"> <li>Dialectical Journal Handout</li> </ul>	<p><u>Guiding Question:</u> How do the words/quotes in the text help to develop the characters in the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Read and summarize the main events of Antigone. (9-10.RL.KID.2)</li> <li>Complete an entry in the dialectical journal. (9-10.RL.KID.3)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>Students read excerpt 2 from Antigone and continue to examine how nuances in word meaning affect characterization. Students also continue to interpret quotations in their dialectical journal. Lesson 14- <a href="https://scsk12.learnzillion.com/lesson_plans/12254-lesson-14-understanding-plot-and-characterization-in-lines-424-533-from-antigone/lesson">https://scsk12.learnzillion.com/lesson_plans/12254-lesson-14-understanding-plot-and-characterization-in-lines-424-533-from-antigone/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><b>Slide 5</b></p> <ul style="list-style-type: none"> <li>Line 335: Where do the guards bring Antigone and why?</li> <li>Line 497: How did the guards catch Antigone?</li> <li>Line 533: Why does Antigone say she went against Creon’s proclamation?</li> </ul> <p><b>Slide 6</b></p> <ul style="list-style-type: none"> <li>What is the main idea of this section of the text?</li> <li>Who are the main characters introduced in this section?</li> <li>What are the main actions of those characters?</li> </ul> <p><u>Daily Writing Practice</u> As an exit ticket, have students take their annotations and summary statement from the text and write a summary of the plot of this section.</p>
Lesson 15	Instructional Plan
<p><u>High Quality Text(s):</u> <b>Antigone</b> by Sophocles</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12255-lesson-15-understanding-plot-and-">https://scsk12.learnzillion.com/lesson_plans/12255-lesson-15-understanding-plot-and-</a></p>	<p><u>Guiding Question:</u> How do the words/quotes in the text help to develop the characters in the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Read and summarize the main events of Antigone. (9-10.RL.KID.2)</li> <li>Complete an entry in the dialectical journal. (9-10.RL.KID.3)</li> </ul>

<p><a href="#">characterization-in-lines-534-601-of-antigone/lesson</a></p> <ul style="list-style-type: none"> <li>Dialectical Journal Handout</li> </ul>	<p><b>Agenda</b></p> <ul style="list-style-type: none"> <li>Students read lines 424-533 from <i>Antigone</i> and continue to examine how nuances in word meaning affect characterization. Students also continue to interpret quotations in their dialectical journal. Lesson 15- <a href="https://scsk12.learnzillion.com/lesson_plans/12255-lesson-15-understanding-plot-and-characterization-in-lines-534-601-of-antigone/lesson">https://scsk12.learnzillion.com/lesson_plans/12255-lesson-15-understanding-plot-and-characterization-in-lines-534-601-of-antigone/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</li> </ul> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <p><b>Slide 5</b></p> <ul style="list-style-type: none"> <li>Line 564: What emotional flaw does Creon accuse Antigone of? Who else does he accuse?</li> <li>Line 601: What is Creon’s punishment ultimate punishment for Antigone?</li> </ul> <p><b>Slide 6</b></p> <ul style="list-style-type: none"> <li>What is the main idea of this section of the text?</li> <li>Who are the main characters introduced in this section?</li> <li>What are the main actions of those characters?</li> </ul> <p><u>Daily Writing Practice</u></p> <p>As an exit ticket, have students take their annotations and summary statement from the text and write a summary of the plot of this section.</p>
<p><b>Lesson 16</b></p>	<p><b>Instructional Plan</b></p>
<p><u>High Quality Text(s):</u> <i>Antigone</i> by Sophocles</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12256-lesson-16-nuances-in-word-meaning-in-antigone/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12256-lesson-16-nuances-in-word-meaning-in-antigone/additional-materials</a></p> <ul style="list-style-type: none"> <li>Annotation Supplies</li> </ul>	<p><u>Guiding Question:</u> How do the words/quotes in the text help to develop the characters in the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Track the use of specific words to determine how nuances in word meaning affect characterization. (9-10.RL.KID.4)</li> <li>Engage in class discussion to share findings. (9-10.SL.CC.1, 9-10.SL.PKI.4)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>Students read lines 424-533 from <i>Antigone</i> and continue to examine how nuances in word meaning affect characterization. Students also continue to interpret quotations in their dialectical journal. Lesson 16- <a href="https://scsk12.learnzillion.com/lesson_plans/12256-lesson-16-nuances-in-word-meaning-in-antigone/lesson">https://scsk12.learnzillion.com/lesson_plans/12256-lesson-16-nuances-in-word-meaning-in-antigone/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</li> </ul> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p>

	<p><b>Slide 5</b></p> <ul style="list-style-type: none"> <li>• Are there nuances in the meanings of the words friend, enemy, love, justice, or honor when difference characters use them in the play?</li> <li>• What seems to be Antigone’s ideas about the word love and the concepts it represents?</li> <li>• Does Antigone use this word in a different way than Creon or Ismene would?</li> <li>• How would Antigone define the word love, based on this quote?</li> </ul> <p><b>Slide 6</b></p> <ul style="list-style-type: none"> <li>• Do Antigone, Ismene, Creon and other characters use the words in the same way?</li> <li>• What seems to be Antigone’s, Ismene’s, Creon’s on these words and the concepts they represent?</li> <li>• What does the use of this word in context represent?</li> </ul> <p><u>Daily Writing Practice</u> As an exit ticket, after the discussion have students use evidence from the text to respond to the question as listed on slide 7: Are there nuances in the meanings of the words friend, enemy, love, justice, or honor when difference characters use them in the play?</p>
<b>Lesson 17</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> <b>Antigone</b> by Sophocles</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12257-lesson-17-antigone-discussion/additional-materials?card=102284">https://scsk12.learnzillion.com/lesson_plans/12257-lesson-17-antigone-discussion/additional-materials?card=102284</a></p> <ul style="list-style-type: none"> <li>• Dialectical Journal</li> <li>• Paper or Reading Log</li> </ul>	<p><u>Guiding Question:</u> How do the words/quotes in the text help to develop the characters in the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Discuss Antigone and how the author uses words and character development to convey meaning. (9-10.SL.CC.1, 9-10.SL.PKI.4)</li> <li>• Complete a timed writing activity.</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Students will discuss the drama and complete a timed write following their discussion. Lesson 17- <a href="https://scsk12.learnzillion.com/lesson_plans/12257-lesson-17-antigone-discussion/lesson">https://scsk12.learnzillion.com/lesson_plans/12257-lesson-17-antigone-discussion/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><b>Slide 5</b></p> <ul style="list-style-type: none"> <li>• What are Antigone’s goals, why are they important to her, and how and why is she being disobedient?</li> <li>• How does Sophocles use words and character development to convey this?</li> </ul> <p><b>Slide 6</b></p> <ul style="list-style-type: none"> <li>• How do Antigone’s actions relate to other texts in the unit?</li> </ul>

	<p><b>Slide 7</b></p> <ul style="list-style-type: none"> <li>• What ideas or themes does Antigone present that are similar to those in your text of choice? How so?</li> <li>• What makes each effective in its delivery of the message?</li> </ul> <p><u>Daily Writing Practice</u> Timed Writing Activity.</p>
<p><b>Lesson 18</b></p>	<p><b>Instructional Plan</b></p>
<p><u>High Quality Text(s):</u> <b>“Hope, Despair, and Memory” by Elie Wiesel</b></p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12258-lesson-18-hope-despair-and-memory-rhetorical-analysis/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12258-lesson-18-hope-despair-and-memory-rhetorical-analysis/additional-materials</a></p> <ul style="list-style-type: none"> <li>• Claims Chart</li> <li>• Annotation Supplies</li> </ul>	<p><u>Guiding Question:</u> How does the author use rhetorical appeals to achieve his purpose?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Read the anchor text and annotate for rhetorical claims and author’s purpose. (9-10.RI.CS.5, 9-10.RI.CS.6)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Students engage in a rhetorical analysis of the rest of “Hope, Despair, and Memory.” They begin drafting an essay assignment. Lesson 18- <a href="https://scsk12.learnzillion.com/lesson_plans/12258-lesson-18-hope-despair-and-memory-rhetorical-analysis/lesson">https://scsk12.learnzillion.com/lesson_plans/12258-lesson-18-hope-despair-and-memory-rhetorical-analysis/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><b>Slide 6</b></p> <ul style="list-style-type: none"> <li>• Why did Wiesel write this speech?</li> <li>• What was he trying to accomplish?</li> </ul> <p><u>Daily Writing Practice</u> As an exit ticket or homework, summarize the text, focusing on the author’s purpose and how it is developed.</p>

## February 4, 2020-February 10, 2020

**Instructional Focus****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.
- 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.
- 9-10.RI.CS.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.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.RI.CS.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
- 9-10.RI.IKI.7 Evaluate the topic or subject in two diverse formats or media.
- 9.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

**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.

**Lesson 19****Instructional Plan**High Quality Text(s):**“Hope, Despair, and Memory” by Elie Wiesel**Materials:

[https://scsk12.learnzillion.com/lesson\\_plans/12259-lesson-19-analyzing-author-s-development-of-central-idea/additional-](https://scsk12.learnzillion.com/lesson_plans/12259-lesson-19-analyzing-author-s-development-of-central-idea/additional-)

Guiding Question: How does the author present and develop key ideas?Learning Targets

- Analyze how each section of “Hope, Despair, and Memory” introduces and develops Wiesel’s central idea, makes connection between ideas, and reveals the author’s purpose. (9-10.RI.KID.3, 9-10.RI.CS.5)
- Write a rough draft of an essay. (9-10.W.TTP.1)

<p><u>materials</u></p> <ul style="list-style-type: none"> <li>• Essay Rubric Handout</li> <li>• Completed Claims Chart</li> </ul>	<p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Students write a multi-paragraph rough draft of an essay that analyzes how each section of the speech introduces and develops Wiesel’s central idea, makes connections between ideas, and reveals the author’s purpose. Lesson 19- <a href="https://scsk12.learnzillion.com/lesson_plans/12259-lesson-19-analyzing-author-s-development-of-central-idea/lesson">https://scsk12.learnzillion.com/lesson_plans/12259-lesson-19-analyzing-author-s-development-of-central-idea/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</li> </ul> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) Slide 5 How does the last sentence of the text support a central idea and reveal Wiesel’s purpose in writing the speech?</p> <p><u>Daily Writing Practice</u> Students are completing a writing activity as described above.</p>
<p><b>Lesson 20</b></p>	<p><b>Instructional Plan</b></p>
<p><u>High Quality Text(s):</u> <b>“Hope, Despair, and Memory” by Elie Wiesel</b></p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12260-lesson-20-editing-and-revising-an-essay/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12260-lesson-20-editing-and-revising-an-essay/additional-materials</a></p> <ul style="list-style-type: none"> <li>• Proofreading Guidelines Handout</li> <li>• Essay Rubric</li> </ul>	<p><u>Guiding Question:</u> How does the author present and develop key ideas?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Peer edit rough drafts.</li> <li>• Revise essays and complete final drafts.</li> </ul> <p><u>Agenda</u> Students will revise their multi-paragraph essay about Wiesel’s purpose and central ideas in “Hope, Despair, and Memory.” Lesson 20- <a href="https://scsk12.learnzillion.com/lesson_plans/12260-lesson-20-editing-and-revising-an-essay/lesson">https://scsk12.learnzillion.com/lesson_plans/12260-lesson-20-editing-and-revising-an-essay/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) NA- Writing Activity</p> <p><u>Daily Writing Practice</u> Students revise and edit drafts from previous lesson.</p>
<p><b>Lesson 21</b></p>	<p><b>Instructional Plan</b></p>

<p><u>High Quality Text(s):</u>  <b>“I Have a Dream” by Dr. Martin Luther King, Jr.</b></p> <p><u>Materials:</u>  <a href="https://scsk12.learnzillion.com/lesson_plans/12261-lesson-21-i-have-a-dream-guided-reading/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12261-lesson-21-i-have-a-dream-guided-reading/additional-materials</a></p> <ul style="list-style-type: none"> <li>• “I Have a Dream” Guided Reading Handout</li> <li>• Tone Words Handout</li> <li>• Reading Log</li> </ul>	<p><u>Guiding Question:</u> How does word choice and figurative language convey a message?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Listen to a recording of Dr. Martin Luther King’s “I Have a Dream” to determine how the speaker communicates tone. 9-10.RI.KID.3</li> <li>• Analyze figurative language and word choice to determine a central idea of the speech. 9-10.RI.CS.4</li> </ul> <p><u>Agenda</u>  Students listen to and independently read Dr. Martin Luther King’s “I Have a Dream” speech. Students then analyze figurative language and word choice to determine a central idea of the speech. Lesson 21- <a href="https://scsk12.learnzillion.com/lesson_plans/12261-lesson-21-i-have-a-dream-guided-reading/lesson">https://scsk12.learnzillion.com/lesson_plans/12261-lesson-21-i-have-a-dream-guided-reading/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><b>Slide 7</b></p> <ul style="list-style-type: none"> <li>• How does King use word choice and figurative language to convey his main idea?</li> <li>• What are some of the more powerful metaphors King uses?</li> <li>• What strong images does he present?</li> <li>• What similes stick out to his audience?</li> <li>• What kind of allusions does he use?</li> <li>• Where is his diction especially strong?</li> <li>• How does the use of all of these devices help him convey a main idea?</li> </ul> <p><u>Daily Writing Practice</u>  Have students respond to the main question on slide 7, using specific evidence from the text in writing.</p>
<p><b>Lesson 22</b></p>	<p><b>Instructional Plan</b></p>

<p><u>High Quality Text(s):</u>  <b>“I Have a Dream” by Dr. Martin Luther King, Jr.</b></p> <p><u>Materials:</u>  <a href="https://scsk12.learnzillion.com/lesson_plans/12262-lesson-22-i-have-a-dream-guided-reading/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12262-lesson-22-i-have-a-dream-guided-reading/additional-materials</a>          “I Have a Dream” Guided Reading Handout</p>	<p><u>Guiding Question:</u> How does an author convey meaning?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Determine King’s meaning and purpose in the speech. (9-10.RI.CS.6)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>Students reread Dr. Martin Luther King’s “I am a Dream” speech in pairs. Students then determine King’s meaning and purpose in the speech. Lesson 22-  <a href="https://scsk12.learnzillion.com/lesson_plans/12262-lesson-22-i-have-a-dream-guided-reading/lesson">https://scsk12.learnzillion.com/lesson_plans/12262-lesson-22-i-have-a-dream-guided-reading/lesson</a>            (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u>          See guided reading handout.</p> <p><u>Daily Writing Practice</u>          Have students use their notes from the guided reading handout to write a summary of King’s message and purpose in paragraph form.</p>
<b>Lesson 23</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u>  <b>“I Have a Dream” by Dr. Martin Luther King, Jr.</b></p> <p><u>Materials:</u>  <a href="https://scsk12.learnzillion.com/lesson_plans/12263-lesson-23-using-discussion-to-determine-meaning/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12263-lesson-23-using-discussion-to-determine-meaning/additional-materials</a>          SOAPStone Handout</p>	<p><u>Guiding Question:</u> How is a similar idea or topic presented across multiple texts?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Complete a SOAPStone analysis of the text. (9-10.RI.KID.2)</li> <li>Discuss “I Have a Dream” and the text’s message. (9-10.RI.KID.2)</li> <li>Respond in writing to a prompt about the class discussion. (9-10.RI.IKI.7)</li> </ul> <p><u>Agenda</u>          Students complete a SOAPStone analysis of the text. They engage in a discussion to determine how King uses literary and rhetorical devices to convey a central idea of the text. Lesson 23-  <a href="https://scsk12.learnzillion.com/lesson_plans/12263-lesson-23-using-discussion-to-determine-meaning/lesson">https://scsk12.learnzillion.com/lesson_plans/12263-lesson-23-using-discussion-to-determine-meaning/lesson</a>          (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u>  <b>Slide 6</b></p> <ul style="list-style-type: none"> <li>What is the context for the speech and how does Dr. King appeal to his audience?</li> <li>How does Dr. King use literary devices, repetition, and allusions as a part of his appeal?</li> </ul>

**Slide 7**

- What historical and biblical allusions do you recognize in the speech? Which allusions are most compelling and why?

**Slide 8**

- What devices and ideas does King’s speech share with Wiesel’s speech?

**Slide 9**

- How do King’s word choices, sentence structure and variety, and use of literary devices establish a clear tone, develop the central ideas of the speech and reveal his tone?

Daily Writing Practice

Students complete writing activity as described in lesson 23 on slide 10.

### February 11, 2020-February 19, 2020

Instructional Focus**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.
- 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.
- 9-10.RI.CS.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.RI.CS.5 Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.RI.IKI.9 Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.
- 9.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently

**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.

**Language**

- 9-10.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- 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.

- A. Use context as a clue to the meaning of a word or a phrase.
- B. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
- C. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
- D. Use etymological patterns in spelling as clues to the meaning of a word or phrase.

Lesson 24	Instructional Plan
<p><u>High Quality Text(s):</u> Text name is in bold</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12264-lesson-24-timed-write/additional-materials?card=102333">https://scsk12.learnzillion.com/lesson_plans/12264-lesson-24-timed-write/additional-materials?card=102333</a></p> <ul style="list-style-type: none"> <li>• Guided Reading Handout</li> <li>• SOAPSTOne Handout</li> <li>• Timed Writing Planning Handout</li> </ul>	<p><u>Guiding Question:</u> Time Writing</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Write a timed response to a writing prompt.</li> </ul> <p><u>Agenda</u> Students analyze “I Have a Dream” in a timed writing exercise that aligns with the culminating writing task. Lesson 24- <a href="https://scsk12.learnzillion.com/lesson_plans/12264-lesson-24-timed-write/lesson">https://scsk12.learnzillion.com/lesson_plans/12264-lesson-24-timed-write/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> N/A Timed Writing Activity</p> <p><u>Daily Writing Practice</u> N/A Timed Writing Activity</p>
Lesson 25	Instructional Plan
<p><u>High Quality Text(s):</u> Cold Read Task, Part 1</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• <a href="https://scsk12.learnzillion.com/lesson_plans/12265-lesson-25-cold-read-task-part-1/additional-materials?card=102338">https://scsk12.learnzillion.com/lesson_plans/12265-lesson-25-cold-read-task-part-1/additional-materials?card=102338</a></li> </ul>	<p><u>Guiding Question:</u> Cold Read Task, Part 1</p> <p><u>Learning Targets</u> Cold Read Task, Part 1</p> <p><u>Agenda</u> Cold Read Task, Part 1 Lesson 25- <a href="https://scsk12.learnzillion.com/lesson_plans/12265-lesson-25-cold-read-task-part-1/lesson">https://scsk12.learnzillion.com/lesson_plans/12265-lesson-25-cold-read-task-part-1/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p>

	<p><u>Text-Dependent/Text-Specific Questions</u> (Sample) NA- Cold Read Task, Part 1</p> <p><u>Daily Writing Practice</u> NA- Cold Read Task, Part 1</p>
<b>Lesson 26</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s)</u>: Cold Read Task, Part 2</p> <p><u>Materials</u>:</p> <ul style="list-style-type: none"> <li>• <a href="https://scsk12.learnzillion.com/lesson_plans/12266-lesson-26-cold-read-task-part-2/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12266-lesson-26-cold-read-task-part-2/additional-materials</a></li> </ul>	<p><u>Guiding Question</u>: Cold Read Task, Part 2</p> <p><u>Learning Targets</u> Cold Read Task, Part 2</p> <p><u>Agenda</u> Cold Read Task, Part 2—Lesson 26- <a href="https://scsk12.learnzillion.com/lesson_plans/12266-lesson-26-cold-read-task-part-2/lesson">https://scsk12.learnzillion.com/lesson_plans/12266-lesson-26-cold-read-task-part-2/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) NA- Cold Read Task, Part 2</p> <p><u>Daily Writing Practice</u> NA- Cold Read Task, Part 2</p>
<b>Lesson 27</b>	<b>Instructional Plan</b>

<p><u>High Quality Text(s):</u> “Hope, Despair, and Memory” by Elie Wiesel</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12267-lesson-27-begin-the-writing-process/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12267-lesson-27-begin-the-writing-process/additional-materials</a></p> <ul style="list-style-type: none"> <li>• Culminating Writing Task Directions</li> <li>• Essay Rubric</li> </ul> <p>Notes, Charts, Handouts from Selected Texts in the Unit</p>	<p><u>Guiding Question:</u> How is a similar idea or topic presented across multiple texts?</p> <p><u>Learning Targets</u> Draft a response to the culminating writing task. (9-10.W.TTP.1)</p> <p><u>Agenda</u> Students begin the writing process responding to the prompt: Reread the last sentence of “Hope, Despair and Memory”: “Mankind must remember that peace is not God’s gift to his creatures, it is our gift to each other.” Select one of the texts we’ve read in this unit. How would the author respond to Elie Wiesel’s claim in this quotation? Lesson 27- <a href="https://scsk12.learnzillion.com/lesson_plans/12267-lesson-27-begin-the-writing-process/lesson">https://scsk12.learnzillion.com/lesson_plans/12267-lesson-27-begin-the-writing-process/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> N/A-Culminating Writing Task</p> <p><u>Daily Writing Practice</u> N/A-Culminating Writing Task</p>
<b>Lesson 28</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> “Hope, Despair, and Memory” by Elie Wiesel</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12268-lesson-28-write-the-first-draft/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12268-lesson-28-write-the-first-draft/additional-materials</a></p> <ul style="list-style-type: none"> <li>• Culminating Writing Task Directions</li> <li>• Essay Rubric</li> <li>• Notes, Charts, Handouts from Selected Texts in the Unit</li> </ul>	<p><u>Guiding Question:</u> How is a similar idea or topic presented across multiple texts?</p> <p><u>Learning Targets</u> Draft a response to the culminating writing task. (9-10.W.TTP.1)</p> <p><u>Agenda</u> Students continue the writing process responding to the prompt: Reread the last sentence of “Hope, Despair and Memory”: “Mankind must remember that peace is not God’s gift to his creatures, it is our gift to each other.” Select one of the texts we’ve read in this unit. How would the author respond to Elie Wiesel’s claim in this quotation? Lesson 28- <a href="https://scsk12.learnzillion.com/lesson_plans/12268-lesson-28-write-the-first-draft/lesson">https://scsk12.learnzillion.com/lesson_plans/12268-lesson-28-write-the-first-draft/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> N/A-Culminating Writing Task</p>

Daily Writing Practice  
N/A-Culminating Writing Task

### February 20, 2020-February 26, 2020

#### 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.
- 9-10.W.RBPK7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
- 9-10.W. RBPK.8 Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Lesson 29	Instructional Plan
<p><u>High Quality Text(s):</u> “Hope, Despair, and Memory” by Elie Wiesel</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12269-lesson-29-revise-the-first-draft/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12269-lesson-29-revise-the-first-draft/additional-materials</a></p> <ul style="list-style-type: none"> <li>• Culminating Writing Task Directions</li> <li>• Essay Rubric</li> <li>• Notes, Charts, Handouts from Selected Texts in the Unit</li> </ul>	<p><u>Guiding Question:</u> How is a similar idea or topic presented across multiple texts?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Revise a response to the culminating writing task. (9-10.W.TTP.1)</li> </ul> <p><u>Agenda</u> Students continue the writing process responding to the prompt: Reread the last sentence of “Hope, Despair and Memory”: “Mankind must remember that peace is not God’s gift to his creatures, it is our gift to each other.” Select one of the texts we’ve read in this unit. How would the author respond to Elie Wiesel’s claim in this quotation? Lesson 29- <a href="https://scsk12.learnzillion.com/lesson_plans/12269-lesson-29-revise-the-first-draft/lesson">https://scsk12.learnzillion.com/lesson_plans/12269-lesson-29-revise-the-first-draft/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> N/A-Culminating Writing Task</p> <p><u>Daily Writing Practice</u> N/A-Culminating Writing Task</p>
Lesson 30	Instructional Plan
<p><u>High Quality Text(s):</u> “Hope, Despair, and Memory” by Elie Wiesel</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12270-lesson-30-complete-final-draft/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12270-lesson-30-complete-final-draft/additional-materials</a></p> <ul style="list-style-type: none"> <li>• Culminating Writing Task Directions</li> <li>• Essay Rubric</li> </ul> <p>Notes, Charts, Handouts from Selected Texts in the Unit</p>	<p><u>Guiding Question:</u> How is a similar idea or topic presented across multiple texts?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Finalize a response to the culminating writing task. (9-10.W.TTP.1)</li> </ul> <p><u>Agenda</u> Students continue the writing process responding to the prompt: Reread the last sentence of “Hope, Despair and Memory”: “Mankind must remember that peace is not God’s gift to his creatures, it is our gift to each other.” Select one of the texts we’ve read in this unit. How would the author respond to Elie Wiesel’s claim in this quotation? Lesson 30- <a href="https://scsk12.learnzillion.com/lesson_plans/12270-lesson-30-complete-final-draft/lesson">https://scsk12.learnzillion.com/lesson_plans/12270-lesson-30-complete-final-draft/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> N/A-Culminating Writing Task</p>

	<p><u>Daily Writing Practice</u> N/A-Culminating Writing Task</p>
<b>Lesson 31</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> “Hope, Despair, and Memory” by Elie Wiesel</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12271-lesson-31-create-a-research-topic-and-questions/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12271-lesson-31-create-a-research-topic-and-questions/additional-materials</a></p> <ul style="list-style-type: none"> <li>• Notes Taken During the Unit</li> <li>• Extension Task Directions</li> <li>• Access to Internet Resources</li> </ul> <p>Blank Index Cards</p>	<p><u>Guiding Question:</u> How does our society memorialize social injustice?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Choose a time period to research. (9-10.W.RBPK.7, 9-10.W. RBPK.8)</li> <li>• Create a series of questions for research. (9-10.W.RBPK.7, 9-10.W. RBPK.8)</li> <li>• Begin conducting research to deepen our understanding of the ways our society memorializes eras of turmoil. (9-10.W.RBPK.7, 9-10.W. RBPK.8)</li> </ul> <p><u>Agenda</u> Students begin a research project choosing a time period represented in one of our texts and how that particular time period’s events have been memorialized in our society. Lesson 31- <a href="https://scsk12.learnzillion.com/lesson_plans/12271-lesson-31-create-a-research-topic-and-questions/lesson">https://scsk12.learnzillion.com/lesson_plans/12271-lesson-31-create-a-research-topic-and-questions/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> NA- Extension Task</p> <p><u>Daily Writing Practice</u> NA- Extension Task</p>
<b>Lesson 32</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> “Hope, Despair, and Memory” by Elie Wiesel</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12272-lesson-32-continue-independent-research/additional-materials?card=102388">https://scsk12.learnzillion.com/lesson_plans/12272-lesson-32-continue-independent-research/additional-materials?card=102388</a></p>	<p><u>Guiding Question:</u> How does our society memorialize social injustice?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Continue conducting research to deepen our understanding of the ways our society memorializes eras of turmoil. (9-10.W.RBPK.7, 9-10.W. RBPK.8)</li> </ul> <p><u>Agenda</u></p>

<ul style="list-style-type: none"> <li>• Extension Task Directions</li> <li>• Research Questions Note Cards</li> <li>• Notes Taken During Unit</li> <li>• Access of Internet Resources</li> </ul>	<p>Students continue a research project choosing a time period represented in one of our texts and how that particular time period’s events have been memorialized in our society. Lesson 32- <a href="https://scsk12.learnzillion.com/lesson_plans/12272-lesson-32-continue-independent-research/lesson">https://scsk12.learnzillion.com/lesson_plans/12272-lesson-32-continue-independent-research/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> NA- Extension Task</p> <p><u>Daily Writing Practice</u> NA- Extension Task</p>
<p><b>Lesson 33</b></p>	<p><b>Instructional Plan</b></p>
<p><u>High Quality Text(s):</u> “Hope, Despair, and Memory” by Elie Wiesel</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12273-lesson-33-completing-the-research-process/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12273-lesson-33-completing-the-research-process/additional-materials</a></p> <ul style="list-style-type: none"> <li>• Extension Task Directions</li> <li>• Research Questions Note Cards</li> <li>• Notes Taken During Unit</li> <li>• Access of Internet Resources</li> </ul>	<p><u>Guiding Question:</u> How does our society memorialize social injustice?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Continue conducting research to deepen our understanding of the ways our society memorializes eras of turmoil. (9-10.W.RBPK.7, 9-10.W. RBPK.8)</li> </ul> <p><u>Agenda</u> Students continue a research project choosing a time period represented in one of our texts and how that particular time period’s events have been memorialized in our society. Lesson 33- <a href="https://scsk12.learnzillion.com/lesson_plans/12273-lesson-33-completing-the-research-process/lesson">https://scsk12.learnzillion.com/lesson_plans/12273-lesson-33-completing-the-research-process/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> NA- Extension Task</p> <p><u>Daily Writing Practice</u> NA- Extension Task</p>

February 27, 2020- March 4, 2020

Instructional Focus

**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.
- Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
  - Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
  - 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.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented.
  - Use appropriate formatting, graphics, and multimedia to aid comprehension.
  - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - Establish and maintain a formal style and objective tone.
- 9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 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.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.

Lesson 34	Instructional Plan
<p><u>High Quality Text(s):</u> “Hope, Despair, and Memory” by Elie Wiesel</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12274-lesson-34-develop-a-thesis-and-write-the-first-draft/additional-">https://scsk12.learnzillion.com/lesson_plans/12274-lesson-34-develop-a-thesis-and-write-the-first-draft/additional-</a></p>	<p><u>Guiding Question:</u> How does our society memorialize social injustice?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Develop a thesis statement based on research. (9-10.W.TTP.2, 9-10.W.PDW.4)</li> <li>Draft an essay that demonstrates understanding of how our society memorializes specific time periods. (9-10.W.TTP.2, 9-10.W.PDW.4)</li> </ul>

<p><a href="#">materials?card=102403</a></p> <ul style="list-style-type: none"> <li>• Extension Task Directions</li> <li>• Research Questions Note Cards</li> <li>• Notes Taken During Unit</li> <li>• Access of Internet Resources</li> </ul>	<p><u>Agenda</u> Students begin the writing process. Lesson 34- <a href="https://scsk12.learnzillion.com/lesson_plans/12274-lesson-34-develop-a-thesis-and-write-the-first-draft/lesson">https://scsk12.learnzillion.com/lesson_plans/12274-lesson-34-develop-a-thesis-and-write-the-first-draft/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> NA- Extension Task</p> <p><u>Daily Writing Practice</u> NA- Extension Task</p>
<p><b>Lesson 35</b></p>	<p><b>Instructional Plan</b></p>
<p><u>High Quality Text(s):</u> “Hope, Despair, and Memory” by Elie Wiesel</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12275-lesson-35-revise-the-first-draft/additional-materials?card=102410">https://scsk12.learnzillion.com/lesson_plans/12275-lesson-35-revise-the-first-draft/additional-materials?card=102410</a></p> <ul style="list-style-type: none"> <li>• First Draft of Response to Prompt</li> <li>• Essay Rubric</li> </ul>	<p><u>Guiding Question:</u> How does our society memorialize social injustice?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Revise an essay that demonstrates understanding of how our society memorializes specific time periods. (9-10.W.TTP.2, 9-10.W.PDW.4, 9-10.W.PDW.5)</li> </ul> <p><u>Agenda</u> Students continue the writing process. Lesson 35- <a href="https://scsk12.learnzillion.com/lesson_plans/12275-lesson-35-revise-the-first-draft/lesson">https://scsk12.learnzillion.com/lesson_plans/12275-lesson-35-revise-the-first-draft/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> NA- Extension Task</p> <p><u>Daily Writing Practice</u> NA- Extension Task</p>
<p><b>Lesson 36</b></p>	<p><b>Instructional Plan</b></p>

<p><u>High Quality Text(s):</u> “Hope, Despair, and Memory” by Elie Wiesel</p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12276-lesson-36-complete-final-draft/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12276-lesson-36-complete-final-draft/additional-materials</a></p>	<p><u>Guiding Question:</u> How does our society memorialize social injustice?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Edit and publish an essay that demonstrates understanding of how our society memorializes specific time periods. (9-10.W.TTP.2, 9-10.W.PDW.4, 9-10.W.PDW.5)</li> </ul> <p><u>Agenda</u> Students continue the writing process. Lesson 36- <a href="https://scsk12.learnzillion.com/lesson_plans/12276-lesson-36-complete-final-draft/lesson">https://scsk12.learnzillion.com/lesson_plans/12276-lesson-36-complete-final-draft/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> NA- Extension Task</p> <p><u>Daily Writing Practice</u> NA- Extension Task</p>
<b>Lesson 37</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u></p> <p><u>Materials:</u> <a href="https://scsk12.learnzillion.com/lesson_plans/12277-lesson-37-creating-a-rubric-and-crafting-a-multimedia-presentation/additional-materials">https://scsk12.learnzillion.com/lesson_plans/12277-lesson-37-creating-a-rubric-and-crafting-a-multimedia-presentation/additional-materials</a></p> <ul style="list-style-type: none"> <li>Extension Task Essay</li> </ul> <p>Computer Access</p>	<p><u>Guiding Question:</u> How does our society memorialize social injustice?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Discuss elements of a multimedia presentation. (9-10.SL.PKI.4, 9-10.SL.PKI.5, 9-10.W.PDW.6)</li> <li>Create a rubric for class multimedia presentations. (9-10.SL.PKI.4, 9-10.SL.PKI.5, 9-10.W.PDW.6)</li> <li>Create multimedia presentations. (9-10.SL.PKI.4, 9-10.SL.PKI.5, 9-10.W.PDW.6)</li> </ul> <p><u>Agenda</u> Students select one way the selected time period is memorialized and create a multimedia presentation to deliver to the class that describes the memorial and its purpose, and explains why the student selected that memorial to present. Lesson 37- <a href="https://scsk12.learnzillion.com/lesson_plans/12277-lesson-37-creating-a-rubric-and-crafting-a-multimedia-presentation/lesson">https://scsk12.learnzillion.com/lesson_plans/12277-lesson-37-creating-a-rubric-and-crafting-a-multimedia-presentation/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> NA- Extension Task</p> <p><u>Daily Writing Practice</u></p>

	NA- Extension Task
<b>Lesson 38</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u></p> <p><u>Materials:</u>  <a href="https://scsk12.learnzillion.com/lesson_plans/12278-lesson-38-extension-task-multi-media-presentations/additional-materials?card=102431">https://scsk12.learnzillion.com/lesson_plans/12278-lesson-38-extension-task-multi-media-presentations/additional-materials?card=102431</a></p> <ul style="list-style-type: none"> <li>Class Generated Rubric</li> </ul> <p>Index Cards</p>	<p><u>Guiding Question:</u> How does our society memorialize social injustice?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Deliver multimedia presentations. (9-10.SL.PKI.4, 9-10.SL.PKI.5, 9-10.W.PDW.6)</li> <li>Evaluate peer presentations. (9-10.SL.PKI.4, 9-10.SL.PKI.5)</li> </ul> <p><u>Agenda</u>                  Students present multimedia presentations and evaluate their peers' presentations. Lesson 38- <a href="https://scsk12.learnzillion.com/lesson_plans/12278-lesson-38-extension-task-multi-media-presentations/lesson">https://scsk12.learnzillion.com/lesson_plans/12278-lesson-38-extension-task-multi-media-presentations/lesson</a> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u>                  NA- Extension Task</p> <p><u>Daily Writing Practice</u>                  NA- Extension Task</p>

<b>March 5, 2020-March 13, 2020</b>	
	<b>Instructional Plan</b>
	<p>Flex Time</p> <p>Teachers may use this time to:</p> <ul style="list-style-type: none"> <li>Build classroom community using student data</li> <li>Focus on components of SEL.                             <ul style="list-style-type: none"> <li><a href="#">What is SEL?</a></li> <li><a href="#">SEL in HS ELA Instruction</a></li> <li><a href="#">Sample Teaching Activities to Support the Core Competencies of SEL</a></li> </ul> </li> </ul>

- [Social Emotional Learning](#)

- Practice close reading using LZ mini lessons [found here](#).
- Conduct end of quarter testing.
- Reteach based on student data.