

10 th Grade	Quarter 4 Curriculum Map	Weeks 1-9
Introduction		
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>By 2025,</p> <ul style="list-style-type: none"> ● 80% of our students will graduate from high school college or career ready ● 90% of students will graduate on time ● 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity. 		
<p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 3).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including the instructional shifts.</p>		
How to Use the Curriculum Maps		
<p>The curriculum map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making bring instructional materials to life in the classroom. To this end, the curriculum map should be viewed as a <i>guide</i>, not a <i>script</i>, and teacher should work to become experts in teaching and adapting the curriculum to meet the needs of their students.</p> <p>Curriculum maps outline the content and pacing for each grade and subject. For the 2017-18 school year, the curriculum maps will be based on a variety of curriculum resources intentionally selected to meet the demands of the TN State Standards and instructional shifts. In addition to the district-adopted textbook, units from LA Believes and LearnZillion will be included in the maps to supplement the current curriculum with deep, topic-driven units that include strong anchor texts and text sets that build knowledge that supports comprehension of grade-level text. Also, the HS English Companion Guide outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the curriculum maps. A few key practices are highlighted in the Companion Guide:</p> <ul style="list-style-type: none"> ● It is critical that teachers not only prepare to deliver <i>lessons</i>, but also prepare to teach from a variety of sources. The HS English Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation. ● HS maps include many links to support instruction, and some instructional materials are digital. Teachers will be able to work more efficiently if they use the maps virtually. ● All HS maps have a section explaining the Culminating Task within the introduction of the unit. Teachers should always keep in mind that the end goal of the unit is the culminating task, so any efforts made to scaffold instruction should be in an effort to further prepare students to be able to complete the culminating task successfully. ● The HS English Companion Guide also outlines a “text talk” process for teachers to read the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning. These text talks are particularly essential in the first year teaching any text. ● The HS English Companion Guide emphasizes that literacy instruction should <i>integrate</i> the elements of literacy instruction, so that reading, writing, speaking, listening, and language instruction work together for students to make meaning of texts and express their understanding. 		

10 th Grade	Quarter 4 Curriculum Map	Weeks 1-9
Guidance for ELA Lessons and Units		
<p>One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. In order for our students to meet the literacy demands of the Standards, our students should be reading and discussing text daily. Teachers are encouraged to build structures and protocols into instruction that support student-driven explorations of text and discussions of content. Writing should be an extension of discussion so that students may record thinking or explain thinking. This may be done formally or informally, on graphic organizers or in journals, as a quick response or an extended response. The more authentic the writing experience, the more students will build knowledge while processing the text and discussion.</p> <p>The curriculum map provides resources to make sure students have these opportunities. Content is divided into units of study, and some units combine to create a larger module, depending on the resource used for the curriculum. Units are organized by week to help teachers align Standards and objectives, which are labeled as “Learning Targets.” Each week in the map is divided into lessons; however, not all weeks have five lessons. The expectation is that teachers complete all the lessons of the week within that week, but pacing may vary depending on the needs of the students. Therefore, “flex” time has been added to allow teachers to extend critical learning opportunities and to accommodate various scheduling needs.</p>		
Guidance on Assessments and Tasks		
<p>Instructional strategies have been thoughtfully matched to learning targets and student outcomes included in the maps. Almost all of the chosen strategies come from one of the following reliable sources.</p> <ul style="list-style-type: none"> • LearnZillion Guidebooks 2.0 (www.scsk12.learnzillion.com) • Facing History and Ourselves Teaching Strategies • EL Education Protocols <p>Teachers are reminded that instruction and assessments must be aligned to TN State Standards. This includes writing assessments. For state-approved writing rubrics for the 2017-2018 school year, click here: https://www.tn.gov/education/assessment/tcap-writing-rubrics.html</p> <p>Daily instruction helps students read and understand text and express that understanding. Within the maps, daily tasks have been provided to help students prepare to successfully complete a culminating task. With proper scaffolding, collaboration and discussion with peers, and teacher modeling, students should have enough practice through the daily tasks to be prepared for the culminating task</p> <p>The culminating task expects students to consolidate their learning and demonstrate mastery of Standards taught in previous lessons. Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.</p> <p>To assess mastery at a deeper level of understanding, students may also complete cold-read tasks. Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit.</p> <p>Some units include an extension task. Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.</p>		

10 th Grade	Quarter 4 Curriculum Map	Weeks 1-9
SCS Instructional Framework		

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

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

In our ELA classrooms, students will:

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

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

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

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

ELA Coaching Guide

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

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

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

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

10 th Grade Curriculum At-a-Glance				
Quarter	Length	Unit Title	Anchor Text	Content Connections
1	9 weeks	Rhetoric Unit	"What is Rhetoric?" Brigham Young University	Social Studies, Leadership
2	4 weeks	Edgar Allan Poe	<i>The Masque of the Red Death</i> by Edgar Allan Poe	
2	5 weeks	Civil Disobedience	"Civil Disobedience" by Henry David Thoreau	Social Studies, Civic Engagement
3	5 weeks	Julius Caesar	"Julius Caesar" by William Shakespeare	Social Studies and Fine Arts
3	4 weeks	Antigone	"Antigone" by Sophocles	Social Studies, Ancient Greece
4	9 weeks	Henrietta's Dance	<u>Henrietta's Dance</u> by Rebecca Skloot	Science, Ethics in Medical Research

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 10th grade, students focus on the importance of language and effective communication in the Rhetoric Unit. Students explore ethics, morality, and civil disobedience in the face of injustice in units like Civil Disobedience Julius Caesar, Antigone, and Henrietta's Dance.

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	Henrietta's Dance	9 Weeks
Unit Overview		
Students read both literary and informational texts to understand the importance of leaving a legacy and the myriad ways that we can leave a legacy through our language, our families, or even our cells. Students express understanding of an author's purpose and perspective by evaluating Skloot's approach to telling Henrietta Lacks' story and exploring issues of ownership and ethics in medical research.		
Essential Questions:		
<ul style="list-style-type: none"> How do multiple perspectives shape a person's legacy? 		
Anchor Text	Qualitative Analysis of Anchor Text	
<ul style="list-style-type: none"> "Henrietta's Dance" by Rebecca Skloot 	<p>Anchor Text Complexity Analysis-</p> <ul style="list-style-type: none"> Lexile- 1100L Meaning: Slightly Complex Text Structure: Moderately Complex Language Features: Moderately Complex Knowledge Demands: Moderately Complex 	
Related Texts		
Build Knowledge: The texts (print and non-print) listed below build student knowledge around the topic to make the anchor text accessible for students.		
Informational Texts:		
<ul style="list-style-type: none"> "Prologue" from <i>The Immortal Life of Henrietta Lacks</i>, Rebecca Skloot "Henrietta Lacks' 'Immortal' Cells" from <i>Smithsonian Magazine</i>, Sarah Zielinski "'Immortal' Cells, Moral Issues" from <i>The Baltimore Sun</i>, Ruth R. Faden and "'Immortal Cells, Enduring Issues" from <i>Johns Hopkins Magazine</i>, Dale Keiger "Paying Patients for their Tissue: The Legacy of Henrietta Lacks" from <i>Science</i>, Robert D. Truog, Aaron S. Kesselheim, Steven Joffe "A New Chapter in the Immortal Life of Henrietta Lacks" from <i>National Geographic</i>, Marc Silver 		
Non-print Texts:		
"Your Health Information, Your Rights," US Department of Health and Human Services, Office for Civil Rights (Video)		
Make Connections: 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.		
Literary Texts:		
<ul style="list-style-type: none"> "Everyday Use," Alice Walker (Short Story) "Women," Alice Walker (Poem) 		
Non-print Texts:		
<ul style="list-style-type: none"> Henrietta and David Lacks from <i>Smithsonian Magazine</i> (Photograph) Photographs from "Cancer Cells Killed Henrietta Lacks—Then Made Her Immortal," Denise Watson 		

- *The Sunflower Quilting Bee at Arles*, Faith Ringgold (Art)

End-of-Unit Assessment:

Evaluate the effectiveness of Skloot's style in portraying the story of HeLa cells as being as much about the people as it is about the science.

Write an essay that compares and contrasts the way Rebecca Skloot tells Henrietta's story with how others in the scientific community or media have portrayed Henrietta and her situation. What details are emphasized in various accounts? Use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence to support your argument and analysis.

Unit Outcomes: Grade Level Standards Addressed

Instructional Focus

Reading: Literature

9-10.RL.KID.1, 9-10.RL.KID.2, 9-10.RL.KID.3, 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.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.CC.3, 9-10.SL.PKI.4, 9-10.SL.PKI.5

Writing

9-10.W.TTP.1, 9-10.W.TTP.2, 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

March 23, 2020- March 24, 2020

Instructional Plan	
	<p>Flex Day</p> <p>Teachers may use this time to:</p> <ul style="list-style-type: none"> • Build classroom community using student data • Focus on components of SEL. <ul style="list-style-type: none"> ○ What is SEL? ○ SEL in HS ELA Instruction ○ Sample Teaching Activities to Support the Core Competencies of SEL ○ Social Emotional Learning • Practice close reading using LZ mini lessons found here.

	Instructional Plan
	<p>Flex Day</p> <p>Teachers may use this time to:</p> <ul style="list-style-type: none"> • Build classroom community using student data • Focus on components of SEL. <ul style="list-style-type: none"> ○ What is SEL? ○ SEL in HS ELA Instruction ○ Sample Teaching Activities to Support the Core Competencies of SEL ○ Social Emotional Learning • Practice close reading using LZ mini lessons found here.

March 25, 2020-March 31, 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.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.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.

Writing

- 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.

Lesson 1	Instructional Plan
High Quality Text(s):	Guiding Question: How is the author's purpose conveyed in a text?

Book Trailer for the Immortal Life of Henrietta Lacks Materials: https://scsk12.learnzillion.com/lesson_plans/12361-lesson-1-book-trailer-analysis?card=143004#additional-material	<p>Learning Target:</p> <ul style="list-style-type: none">Analyze a video about Henrietta's Dance to determine the author's purpose. <p>Agenda</p> <p>Students will engage in the lesson below that gives them the opportunity to engage in multiple readings of a visual text and gain insight into Skloot's purpose.</p> <ul style="list-style-type: none">Lesson 1 – https://scsk12.learnzillion.com/lesson_plans/12361-lesson-1-book-trailer-analysis?card=143004#lesson (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
Lesson 2	Instructional Plan
<p>High Quality Text(s): "Henrietta's Dance" by Rebecca Skloot <i>Henrietta and David Lacks</i> (Photograph) Materials: https://scsk12.learnzillion.com/lesson_plans/12362-lesson-2-determine-skloot-s-purpose-in-henrietta-s-dance?card=#additional-material</p>	<p>Guiding Question: How is the author's purpose conveyed in a text?</p> <p>Learning Target:</p> <ul style="list-style-type: none">Determine how Skloot develops her claims to advance her purpose in Henrietta's Dance. <p>Agenda</p> <p>The lesson below gives students the opportunity to read and analyze the anchor text for the development of the author's purpose.</p> <ul style="list-style-type: none">Lesson 2- https://scsk12.learnzillion.com/lesson_plans/12362-lesson-2-determine-skloot-s-purpose-in-henrietta-s-dance?card (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
Lesson 3	Instructional Plan

<p><u>High Quality Text(s):</u> “Henrietta’s Dance” by Rebecca Skloot</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12363-lesson-3-analyze-skloot-s-style-in-henrietta-s-dance#additional-material</p>	<p><u>Guiding Question:</u> How is an author’s purpose conveyed in a text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none">Analyze the author’s style by determining the author’s choices and purpose. <p><u>Agenda</u> In lesson 3, students will reread the anchor text and consider how the author’s style help to advance the purpose.</p> <ul style="list-style-type: none">Lesson 3-- https://scsk12.learnzillion.com/lesson_plans/12363-lesson-3-analyze-skloot-s-style-in-henrietta-s-dance (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
<p><u>Lesson 4</u></p>	<p><u>Instructional Plan</u></p>
<p><u>High Quality Text(s):</u> “Henrietta’s Dance” by Rebecca Skloot</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12364-lesson-4-analyze-skloot-s-style-in-henrietta-s-dance?card=#additional-material</p>	<p><u>Guiding Question:</u> How is an author’s purpose conveyed in a text?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none">Analyze an author’s style by describing the author’s details, figurative language, syntax, and tone. <p><u>Agenda</u> This lesson will require student to analyze the text for the author’s style.</p> <ul style="list-style-type: none">Lesson 4 -- https://scsk12.learnzillion.com/lesson_plans/12364-lesson-4-analyze-skloot-s-style-in-henrietta-s-dance?card=#lesson (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
<p><u>Lesson 5</u></p>	<p><u>Instructional Plan</u></p>

<p>High Quality Text(s): Texts may vary according to student research.</p> <p>Materials: https://scsk12.learnzillion.com/lesson_plans/12365-lesson-5-write-a-research-proposal-and-generate-research-questions?card=103043#additional-material</p>	<p>Guiding Question: What questions will guide your research?</p> <p>Learning Target:</p> <ul style="list-style-type: none">• Analyze the Extension Task Prompt.• Write a research proposal.• Generate research questions. <p>Agenda Students will be introduced to the extension task and begin brainstorming ideas for research.</p> <ul style="list-style-type: none">• Lesson 5 – https://learnzillion.com/lesson_plans/12365-lesson-5-write-a-research-proposal-and-generate-research-questions (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
--	--

April 1, 2020- April 7, 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.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.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.

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.

Writing

- 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.	
Lesson 6	Instructional Plan
High Quality Text(s): “Immortal Cells, Enduring Issues” by Dale Keiger Materials: https://scsk12.learnzillion.com/lesson_plans/12366-lesson-6-summarize-immortal-cells-enduring-issues-by-dale-keiger-and-define-unfamiliar-words-in-context?card=#additional-material	Guiding Question: How is the author’s purpose conveyed in a text? Learning Target: <ul style="list-style-type: none">• Read and summarize “Immortal Cells, Enduring Issues” by Dale Kaiger.• Determine the meaning of unknown vocabulary words in a text. Agenda Students will continue to build their knowledge by reading and summarizing “Immortal Cells, Enduring Issues” by Dale Keiger. <ul style="list-style-type: none">• Lesson 6 --https://scsk12.learnzillion.com/lesson_plans/12366-lesson-6-summarize-immortal-cells-enduring-issues-by-dale-keiger-and-define-unfamiliar-words-in-context?card= (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
Lesson 7	Instructional Plan
High Quality Text(s): “Immortal Cells, Enduring Issues” by Dale Keiger Materials: https://scsk12.learnzillion.com/lesson_plans/12367-lesson-7-determine-and-evaluate-the-main-claims-of-immortal-cells-enduring-issues#additional-material	Guiding Question: How is the author’s purpose conveyed in a text? Learning Target: <ul style="list-style-type: none">• Determine and evaluate the main claims in “Immortal Cells, Enduring Issues” by Dale Keiger. Agenda Students will determine and evaluate the main claims in the text, “Immortal Cells, Enduring Issues.” <ul style="list-style-type: none">• Lesson 7 – https://scsk12.learnzillion.com/lesson_plans/12367-lesson-7-determine-and-evaluate-the-main-claims-of-immortal-cells-enduring-issues (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
Lesson 8	Instructional Plan

<p>High Quality Text(s): “Immortal Cells, Enduring Issues” by Dale Keiger</p> <p>Materials:</p> <p>https://scsk12.learnzillion.com/lesson_plans/12368-lesson-8-determine-and-evaluate-keiger-s-style-in-immortal-cells-enduring-issues?card=#additional-material</p>	<p>Guiding Question: How is an author’s purpose conveyed in a text?</p> <p>Learning Target:</p> <ul style="list-style-type: none">• Determine Kaiger’s style in “Immortal Cells, Enduring Issues.”• Cite textual evidence to support our analysis of the author’s style choices. <p>Agenda</p> <p>Students will analyze the text for style and cite evidence to support their analysis.</p> <ul style="list-style-type: none">• Lesson 8 – https://scsk12.learnzillion.com/lesson_plans/12368-lesson-8-determine-and-evaluate-keiger-s-style-in-immortal-cells-enduring-issues?card= (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
<p>Lesson 9</p> <p>High Quality Text(s):</p> <p>Materials:</p> <p>https://scsk12.learnzillion.com/lesson_plans/12369-lesson-9-analyze-and-determine-the-claims-of-visual-texts-in-cancer-cells-killed-henrietta-lacks-then-made-her-immortal-by-bill-tiernan?card=#additional-material</p>	<p>Instructional Plan</p> <p>Guiding Question: How is the author’s purpose conveyed in a visual text?</p> <p>Learning Target:</p> <ul style="list-style-type: none">• Determine the central idea in “ Cancer Cells Killed Henrietta Lacks- Then Made Her Immortal.”• Analyze how Bill Tiernan develops those ideas through photographs and captions.• Cite relevant textual evidence to support your analysis. <p>Agenda</p> <p>Students will analyze photographs of Henrietta Lacks’ family and determine the photographer’s claim.</p> <ul style="list-style-type: none">• Lesson 9 – https://scsk12.learnzillion.com/lesson_plans/12369-lesson-9-analyze-and-determine-the-claims-of-visual-texts-in-cancer-cells-killed-henrietta-lacks-then-made-her-immortal-by-bill-tiernan?card= (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
<p>Lesson 10</p>	<p>Instructional Plan</p>

<p>High Quality Text(s): Texts may vary according to student research.</p> <p>Materials: https://scsk12.learnzillion.com/lesson_plans/12370-lesson-10-gather-relevant-research-and-writing-about-research-findings?card=103079#additional-material</p>	<p>Guiding Question: What constitutes effective research?</p> <p>Learning Target:</p> <ul style="list-style-type: none">• Gather relevant evidence from multiple sources• Write and publish a reflection of our findings. <p>Agenda</p> <p>Students will gather relevant information about the history of a disease in preparation for the Extension Task.</p> <ul style="list-style-type: none">• Lesson 10 – https://scsk12.learnzillion.com/lesson_plans/12370-lesson-10-gather-relevant-research-and-writing-about-research-findings?card=#lesson (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
--	--

April 8, 2020- April 15, 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.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.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
- 9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
- 9-10.L.VAU.5 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at

	<p>the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
--	--

Writing

- 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.)

Lesson 11	Instructional Plan
<p>High Quality Text(s): “Everyday Use” by Alice Walker</p> <p>Materials: https://scsk12.learnzillion.com/lesson_plans/12371-lesson-11-determine-the-theme-of-everyday-use?card=#additional-material</p>	<p>Guiding Question: How does an author convey the theme of a text?</p> <p>Learning Target: Students will understand the following:</p> <ul style="list-style-type: none"> The theme of a text is the result of specific choices made by the author. <p>Agenda</p> <ul style="list-style-type: none"> Lesson 11 -- https://scsk12.learnzillion.com/lesson_plans/12371-lesson-11-determine-the-theme-of-everyday-use?card=#lesson (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
Lesson 12	Instructional Plan
<p>High Quality Text(s): “Everyday Use” by Alice Walker</p> <p>Materials: https://scsk12.learnzillion.com/lesson_plans/12372-lesson-12-analyze-how-characters-</p>	<p>Guiding Questions: How is characterization significant to a text? How does characterization happen?</p> <p>Learning Targets: Students will understand the following:</p> <ul style="list-style-type: none"> Authors develop characters through their physical descriptions, actions, words, and motives. Characterization helps develop the theme. <p>Agenda</p>

<u>develop-over-the-course-of-everyday-use#additional-material</u>	Students will analyze how the characters of “Everyday Use” develop over the course of the text. Lesson 12 -- https://scsk12.learnzillion.com/lesson_plans/12372-lesson-12-analyze-how-characters-develop-over-the-course-of-everyday-use (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
Lesson 13	Instructional Plan High Quality Text(s): “Everyday Use” by Alice Walker Materials: https://scsk12.learnzillion.com/lesson_plans/12373-lesson-13-analyze-the-sunflower-quilting-bee-at-arles-and-the-meaning-of-figurative-language-in-everyday-use?card=#additional-material Guiding Question: How does an author convey the theme of a text? Learning Target: Students will understand the following: <ul style="list-style-type: none">• The theme of a text is the result of specific choices (symbolism) made by the author. Agenda Students will analyze symbolism in both visual and print text. <ul style="list-style-type: none">• Lesson 13 – https://scsk12.learnzillion.com/lesson_plans/12373-lesson-13-analyze-the-sunflower-quilting-bee-at-arles-and-the-meaning-of-figurative-language-in-everyday-use?card= (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
Lesson 14	Instructional Plan High Quality Text(s): “Everyday Use” by Alice Walker Materials: https://scsk12.learnzillion.com/lesson_plans/12374-lesson-14-everyday-use-timed-writing-task?card=#additional-material Guiding Question: How does an author convey the theme of a text? Learning Target: Students will understand the following: <ul style="list-style-type: none">• The theme of a text is the result of specific choices made by the author. Agenda Students will complete a timed writing activity related to the development of the theme of the text. <ul style="list-style-type: none">• Lesson 14 – https://scsk12.learnzillion.com/lesson_plans/12374-lesson-14-everyday-use-timed-writing-task?card= (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

Lesson 15	Instructional Plan
<p>High Quality Text(s): “Everyday Use” by Alice Walker</p> <p>Materials: https://scsk12.learnzillion.com/lesson_plans/12375-lesson-15-revising-and-editing-a-timed-essay-on-everyday-use?card=103114#additional-material</p>	<p>Guiding Question: How does an author convey the theme of a text?</p> <p>Learning Target: Students will understand the following:</p> <ul style="list-style-type: none"> The theme of a text is the result of specific choices made by the author. <p>Agenda Students will revise and edit their timed writing exercises from the previous lesson based on peer feedback.</p> <ul style="list-style-type: none"> Lesson 15 – https://scsk12.learnzillion.com/lesson_plans/12375-lesson-15-revising-and-editing-a-timed-essay-on-everyday-use?card=#lesson (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

April 16, 2020- April 22, 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.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.

Reading: Informational Texts

- 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.
 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.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.

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.

Writing

9-10.W.RPK7 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.

Lesson 16	Instructional Plan
<p>High Quality Text(s): “Women” by Alice Walker</p> <p>Materials:</p> <p>https://scsk12.learnzillion.com/lesson_plans/12376-lesson-16-determine-the-theme-of-women-by-alice-walker?card=143106#additional-material</p>	<p>Guiding Question: How does an author convey the theme of a text?</p> <p>Learning Target: Students will understand the following:</p> <ul style="list-style-type: none">The theme of a text is the result of specific choices made by the author. <p>Agenda Students will read and analyze a poem to determine the theme.</p> <ul style="list-style-type: none">Lesson 16 – https://scsk12.learnzillion.com/lesson_plans/12376-lesson-16-determine-the-theme-of-women-by-alice-walker (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
<p>High Quality Text(s): “Henrietta’s Dance” by Rebecca Skloot “Everyday Use” by Alice Walker “Women” by Alice Walker</p> <p>Materials:</p> <p>https://scsk12.learnzillion.com/lesson_plans/12377-lesson-17-compare-characters-themes-and-subjects-in-everyday-use-women-and-henrietta-s-dance#additional-</p>	<p>Guiding Question: How does an author convey the theme of a text?</p> <p>Learning Target: Students will understand the following:</p> <ul style="list-style-type: none">The theme of a text is the result of specific choices made by the author. <p>Agenda Students will compare characters, themes, and subjects between the texts, “Everyday Use”, “Women,” and “Henrietta’s Dance”.</p> <ul style="list-style-type: none">Lesson 17 – https://scsk12.learnzillion.com/lesson_plans/12377-lesson-17-compare-characters-themes-and-subjects-in-everyday-use-women-and-henrietta-s-dance (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

<u>material</u>	
Lesson 18	Instructional Plan
<p>High Quality Text(s): Texts may vary according to student research.</p> <p>Materials: https://scsk12.learnzillion.com/lesson_plans/12378-lesson-18-continue-to-gather-relevant-research-and-writing-about-research-findings?card=#additional-material</p>	<p>Guiding Question: What constitutes effective research?</p> <p>Learning Target: Students will understand the following:</p> <ul style="list-style-type: none"> Effective research is the result of considering multiple perspectives. <p>Agenda Students will continue to gather relevant research related to the extension task.</p> <ul style="list-style-type: none"> Lesson 18 – https://scsk12.learnzillion.com/lesson_plans/12378-lesson-18-continue-to-gather-relevant-research-and-writing-about-research-findings?card= (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
Lesson 19	Instructional Plan
<p>High Quality Text(s): “Prologue” to <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot</p> <p>Materials: https://scsk12.learnzillion.com/lesson_plans/12379-lesson-19-delineate-and-evaluate-the-claims-in-the-prologue-of-the-immortal-life-of-henrietta-lacks#additional-material</p>	<p>Guiding Question: How are an author’s claims delineated in a text?</p> <p>Learning Target: Students will understand the following:</p> <ul style="list-style-type: none"> Authors will use specific evidence and reasoning to support claims. <p>Agenda Students will read and analyze the text to delineate and evaluate the claims presented in the text.</p> <ul style="list-style-type: none"> Lesson 19 – https://scsk12.learnzillion.com/lesson_plans/12379-lesson-19-delineate-and-evaluate-the-claims-in-the-prologue-of-the-immortal-life-of-henrietta-lacks (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
Lesson 20	Instructional Plan

<p>High Quality Text(s):</p> <p>"Prologue" to <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot</p> <p>Materials:</p> <p>https://scsk12.learnzillion.com/lesson_plans/12380-lesson-20-analyze-a-nonfiction-text-to-determine-and-evaluate-an-author-s-style#additional-material</p>	<p>Guiding Question: How is an author's claim(s) conveyed in a text?</p> <p>Learning Target: Students will understand the following:<ul style="list-style-type: none">An author's style will help develop his/her purpose.</p> <p>Agenda Students will read and analyze the text for the author's style.<ul style="list-style-type: none">Lesson 20 – https://scsk12.learnzillion.com/lesson_plans/12380-lesson-20-analyze-a-nonfiction-text-to-determine-and-evaluate-an-author-s-style (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p>
--	--

April 23, 2020- April 29, 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.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.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.

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

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.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.

Lesson 21	Instructional Plan
<p>High Quality Text(s): “Immortal Cells, Moral Issues” by Ruth Faden</p> <p>Materials: https://scsk12.learnzillion.com/lesson_plans/12381-lesson-21-determine-the-meaning-of-unknown-words-in-immortal-cells-moral-issues-by-ruth-faden-and-summarize-the-text#additional-material</p>	<p>Guiding Question: What is the author’s message of the text, and how is it conveyed?</p> <p>Learning Target: Students will understand the following:</p> <ul style="list-style-type: none"> • Authors use specific language and styles to convey a message. <p>Agenda Students will read the text to determine the meaning of unfamiliar words and summarize the text.</p> <ul style="list-style-type: none"> • Lesson 21 – https://scsk12.learnzillion.com/lesson_plans/12381-lesson-21-determine-the-meaning-of-unknown-words-in-immortal-cells-moral-issues-by-ruth-faden-and-summarize-the-text (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
Lesson 22	Instructional Plan
<p>High Quality Text(s): “Immortal Cells, Moral Issues” by Ruth Faden</p> <p>Materials: https://scsk12.learnzillion.com/lesson_plans/12382-lesson-22-determine-the-style-of-immortal-cells-moral-issues-by-ruth-faden-</p>	<p>Guiding Question: What is the author’s message of the text, and how is it conveyed?</p> <p>Learning Target: Students will understand the following:</p> <ul style="list-style-type: none"> • Authors use specific language and styles to convey a message. <p>Agenda Students will analyze the text for the author’s style and compare it to the author’s style from a previous text.</p> <ul style="list-style-type: none"> • Lesson 22 – https://scsk12.learnzillion.com/lesson_plans/12382-lesson-22-determine-the-style-of-immortal-cells-moral-issues-by-ruth-faden-

<u>and-evaluate-the-styles-of-two-texts#additional-material</u>	<u>immortal-cells-moral-issues-by-ruth-faden-and-evaluate-the-styles-of-two-texts</u> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
Lesson 23	Instructional Plan
High Quality Text(s): Texts vary according to student research. Materials: <u>https://scsk12.learnzillion.com/lesson_plans/12383-lesson-23-gather-multimedia-to-aid-in-comprehension-of-a-research-project#additional-material</u>	Guiding Question: What constitutes effective research? Learning Target: Students will understand the following: <ul style="list-style-type: none">Effective research is the result of considering multiple perspectives. Agenda Students will gather multimedia to support their research for the extension task. Lesson 23 – <u>https://scsk12.learnzillion.com/lesson_plans/12383-lesson-23-gather-multimedia-to-aid-in-comprehension-of-a-research-project</u> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
Lesson 24	Instructional Plan
High Quality Text(s): “Henrietta’s Dance” by Rebecca Skloot “Immortal Cells, Enduring Issues” by Dale Keiger “Henrietta Lacks’ Immortal Cells” by Sarah Zielinski Materials: <u>https://scsk12.learnzillion.com/lesson_plans/12384-lesson-24-practice-cold-read-assessment-part-one#additional-material</u>	Guiding Question: What skills are necessary to fully analyze a text? Learning Target: Students will understand the following: <ul style="list-style-type: none">Complete understanding of a text is shown through thorough analysis of the text. Agenda Students will engage in a two-part Cold-Read practice. <ul style="list-style-type: none">Lesson 24 – <u>https://scsk12.learnzillion.com/lesson_plans/12384-lesson-24-practice-cold-read-assessment-part-one</u> (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

Lesson 25	Instructional Plan
<p>High Quality Text(s):</p> <p>“Henrietta’s Dance” by Rebecca Skloot</p> <p>“Immortal Cells, Enduring Issues” by Dale Keiger</p> <p>“Henrietta Lacks’ Immortal Cells” by Sarah Zielinski</p> <p>Materials:</p> <p>https://scsk12.learnzillion.com/lesson_plans/12385-lesson-25-practice-cold-read-assessment-part-two#additional-material</p>	<p>Guiding Question: What skills are necessary in order to fully analyze a text?</p> <p>Learning Target: Students will understand the following:</p> <ul style="list-style-type: none"> • Complete understanding of a text is shown through thorough analysis of the text. <p>Agenda Students will engage in a two-part Cold-Read practice.</p> <ul style="list-style-type: none"> • Lesson 25— https://scsk12.learnzillion.com/lesson_plans/12385-lesson-25-practice-cold-read-assessment-part-two (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

April 30, 2020- May 6, 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.

Speaking and Listening

- 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 9-10.SL.CC.2 Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.
 9-10.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.

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

Lesson 26	Instructional Plan
<p><u>High Quality Text(s):</u></p> <p>“Immortal Cells, Enduring Issues” by Dale Keiger</p> <p>“Immortal Cells, Moral Issues” by Ruth Fadden</p> <p>“Paying Patients for Their Tissues” by Robert D. Truog, et. al</p> <p><u>Materials:</u></p> <p>https://scsk12.learnzillion.com/lesson_plans/12386-lesson-26-prepare-for-a-collaborative-discussion#additional-material</p>	<p><u>Guiding Question:</u> How can I use text to support a position?</p> <p><u>Learning Target:</u> Students will understand the following:</p> <ul style="list-style-type: none"> • Specific evidence is needed to support all components of an argument. <p><u>Agenda</u> Students will gather evidence to support their position in a Socratic Seminar.</p> <ul style="list-style-type: none"> • Lesson 26 – https://scsk12.learnzillion.com/lesson_plans/12386-lesson-26-prepare-for-a-collaborative-discussion (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
Lesson 27	Instructional Plan

<p>High Quality Text(s):</p> <p>“Immortal Cells, Enduring Issues” by Dale Keiger</p> <p>“Immortal Cells, Moral Issues” by Ruth Fadden</p> <p>“Paying Patients for Their Tissues” by Robert D. Truog, et. al</p> <p>Materials:</p> <p>https://scsk12.learnzillion.com/lesson_plans/12387-lesson-27-participate-in-a-collaborative-discussion#additional-material</p>	<p>Guiding Question: How can I use text to support a position?</p> <p>Learning Target: Students will understand the following:</p> <ul style="list-style-type: none"> • Specific evidence is needed to support all components of an argument. <p>Agenda Students will participate in a Socratic Seminar.</p> <ul style="list-style-type: none"> • Lesson 27 – https://scsk12.learnzillion.com/lesson_plans/12387-lesson-27-participate-in-a-collaborative-discussion (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
<p>Lesson 28</p> <p>High Quality Text(s):</p> <p>“Henrietta’s Dance” by Rebecca Skloot</p> <p>“Prologue” from <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot</p> <p>Other texts as selected by student</p> <p>Materials:</p> <p>https://scsk12.learnzillion.com/lesson_plans/12388-lesson-28-planning-to-write-the-culminating-writing-task#additional-material</p>	<p>Instructional Plan</p> <p>Guiding Question: How do authors convey messages? How do different authors treat the same topic?</p> <p>Learning Target: Students will understand the following:</p> <ul style="list-style-type: none"> • An author’s style contributes to his/her treatment of the topic and the development of his/her message. <p>Agenda Students will analyze the culminating writing task and begin prewriting.</p> <ul style="list-style-type: none"> • Lesson 28— https://scsk12.learnzillion.com/lesson_plans/12388-lesson-28-planning-to-write-the-culminating-writing-task (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
<p>Lesson 29</p>	<p>Instructional Plan</p>

<p>High Quality Text(s):</p> <p>“Henrietta’s Dance” by Rebecca Skloot</p> <p>“Prologue” from <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot</p> <p>Other texts as selected by student.</p> <p>Materials:</p> <p>https://scsk12.learnzillion.com/lesson_plans/12389-lesson-29-supporting-your-claim-with-valid-and-relevant-evidence#additional-material</p>	<p>Guiding Question: How do authors convey messages? How do different authors treat the same topic?</p> <p>Learning Target: Students will understand the following:</p> <ul style="list-style-type: none">An author’s style contributes to his/her treatment of the topic and the development of his/her message. <p>Agenda Students will outline their response to the culminating writing task.</p> <ul style="list-style-type: none">Lesson 29 – https://scsk12.learnzillion.com/lesson_plans/12389-lesson-29-supporting-your-claim-with-valid-and-relevant-evidence (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
<p>Lesson 30</p> <p>High Quality Text(s):</p> <p>“Henrietta’s Dance” by Rebecca Skloot</p> <p>“Prologue” from <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot</p> <p>Other texts as selected by student.</p> <p>Materials:</p> <p>https://scsk12.learnzillion.com/lesson_plans/12390-lesson-30-drafting-the-culminating-writing-task#additional-material</p>	<p>Instructional Plan</p> <p>Guiding Question: How do authors convey messages? How do different authors treat the same topic?</p> <p>Learning Target: Students will understand the following:</p> <ul style="list-style-type: none">An author’s style contributes to his/her treatment of the topic and the development of his/her message. <p>Agenda Students will begin drafting a response to the culminating writing task.</p> <ul style="list-style-type: none">Lesson 30 – https://scsk12.learnzillion.com/lesson_plans/12390-lesson-30-drafting-the-culminating-writing-task (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

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

Lesson 31	Instructional Plan
<p><u>High Quality Text(s):</u> “Henrietta’s Dance” by Rebecca Skloot “Prologue” from <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot Other texts as selected by student.</p> <p><u>Materials:</u> https://scsk12.learnzillion.com/lesson_plans/12391-lesson-31-review-writing-samples-and-revise-culminating-writing-task?card=143261#additional-material</p>	<p><u>Guiding Question:</u> How do authors convey messages? How do different authors treat the same topic?</p> <p><u>Learning Target:</u> Students will understand the following:</p> <ul style="list-style-type: none"> • An author’s style contributes to his/her treatment of the topic and the development of his/her message. <p><u>Agenda</u> Students will examine student samples of the culminating writing task to guide their peer editing and revisions.</p> <ul style="list-style-type: none"> • Lesson 31— https://scsk12.learnzillion.com/lesson_plans/12391-lesson-31-review-writing-samples-and-revise-culminating-writing-task?card=#lesson (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p>*** Lessons 28- 31 guide students through the culminating writing task. Teachers should pace the lessons based</p>

on student need. This week can be used to make sure that students have adequate time for the task.

May 14, 2020- May 20, 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.
- 9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in 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.

Language

- 9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
- 9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type

Writing

- 9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
- A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
 - B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
 - C. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - D. Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - E. Use appropriate formatting, graphics, and multimedia to aid comprehension.

<p>F. Use precise language and domain-specific vocabulary to manage the complexity of the topic. G. Establish and maintain a formal style and objective tone.</p> <p>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.)</p> <p>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.</p>	
Lesson 32	Instructional Plan
<p>High Quality Text(s): “<i>A New Chapter in the Life of Henrietta Lacks</i>” by Mark Silver “Your Health Information, Your Rights” from the US Department of Health and Human Services</p> <p>Materials: https://scsk12.learnzillion.com/lesson_plans/12392-lesson-32-cold-read-task-multiple-choice-questions?card=#lesson (Additional material)</p>	<p>Guiding Question: What skills are necessary to fully analyze a text?</p> <p>Learning Target: Students will understand the following: <ul style="list-style-type: none"> • Complete understanding of a text is shown through thorough analysis of the text. </p> <p>Agenda Students will engage in a two-part Cold-Read task.</p> <ul style="list-style-type: none"> • Lesson 32- https://scsk12.learnzillion.com/lesson_plans/12392-lesson-32-cold-read-task-multiple-choice-questions?card=#lesson (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
Lesson 33	Instructional Plan
<p>High Quality Text(s): “<i>A New Chapter in the Life of Henrietta Lacks</i>” by Mark Silver “Your Health Information, Your Rights” from the US Department of Health and Human Services</p>	<p>Guiding Question: What skills are necessary to fully analyze a text?</p> <p>Learning Target: Students will understand the following: <ul style="list-style-type: none"> • Complete understanding of a text is shown through thorough analysis of the text. </p> <p>Agenda Students will engage in a two-part Cold-Read task.</p> <ul style="list-style-type: none"> • Lesson 33 -- https://scsk12.learnzillion.com/lesson_plans/12393-lesson-33-cold-read-task-essay-response

<p>Materials:</p> <p>https://scsk12.learnzillion.com/lesson_plans/12393-lesson-33-cold-read-task-essay-response#additional-material</p>	
<p>Lesson 34</p>	<p>Instructional Plan</p>
<p>High Quality Text(s):</p> <p>Texts may vary according to student research.</p> <p>Materials:</p> <p>https://scsk12.learnzillion.com/lesson_plans/12394-lesson-34-creating-a-storyboard-for-a-multimedia-project?card=#additional-material</p>	<p>Guiding Question: What are the components of effective, research- based multimedia presentations?</p> <p>Learning Target: Students will understand the following:</p> <ul style="list-style-type: none">Multiple perspectives from research must be synthesized to create a multimedia presentation. <p>Agenda Students will synthesize research information to outline a multimedia presentation for the extension task.</p> <ul style="list-style-type: none">Lesson 34 – https://scsk12.learnzillion.com/lesson_plans/12394-lesson-34-creating-a-storyboard-for-a-multimedia-project?card= (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
<p>Lesson 35</p>	<p>Instructional Plan</p>
<p>High Quality Text(s):</p> <p>Texts may vary according to student research.</p> <p>Materials:</p> <p>https://scsk12.learnzillion.com/lesson_plans/12395-lesson-35-creating-a-multimedia-project?card=#additional-material</p>	<p>Guiding Question: What are the components of effective, research- based multimedia presentations?</p> <p>Learning Target: Students will understand the following:</p> <ul style="list-style-type: none">Multiple perspectives from research must be synthesized to create a multimedia presentation. <p>Agenda Students will begin working on their presentations for the extension task.</p> <p>Lesson 35 – https://scsk12.learnzillion.com/lesson_plans/12395-lesson-35-creating-a-multimedia-project?card= (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p>

Lesson 36	Instructional Plan
<p>High Quality Text(s): Texts may vary according to student research.</p> <p>Materials: https://scsk12.learnzillion.com/lesson_plans/12396-lesson-36-providing-feedback-on-and-revising-a-multimedia-project#additional-material</p>	<p>Guiding Question: What are the components of effective, research- based multimedia presentations?</p> <p>Learning Target: Students will understand the following:</p> <ul style="list-style-type: none"> Multiple perspectives from research must be synthesized to create a multimedia presentation. <p>Agenda Students will revise and edit their presentations based on peer feedback.</p> <ul style="list-style-type: none"> Lesson 36 – https://scsk12.learnzillion.com/lesson_plans/12396-lesson-36-providing-feedback-on-and-revising-a-multimedia-project (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

May 21, 2020- May 22, 2020

Instructional Focus	
<p>Speaking and Listening</p> <p>9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>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.</p>	
Lesson 37	Instructional Plan
<p>High Quality Text(s): Texts may vary according to student research.</p> <p>Materials: https://scsk12.learnzillion.com/lesson_plans/12397-lesson-37-sharing-and-evaluating-a-</p>	<p>Guiding Question: What are the components of effective, research- based multimedia presentations?</p> <p>Learning Target: Students will understand the following:</p> <ul style="list-style-type: none"> Multiple perspectives from research must be synthesized to create a multimedia presentation. <p>Agenda Students will share and evaluate multimedia presentations.</p>

[multimedia-project?card=103268#additional-material](#)

- Lesson 37 – https://scsk12.learnzillion.com/lesson_plans/12397-lesson-37-sharing-and-evaluating-a-multimedia-project?card=#lesson

*** Note—Lessons 34-37 guide students through the extension task. Teachers should pace the lessons according to student need. Teachers may also utilize any additional time to have students present their culminating writing tasks.