Helena-West Helena School District
Curriculum Document
10th Grade

Unit 1-Destiny
Enduring Understanding:
How much of what happens in our lives do we actually control?
Essential Question(s):
What does it take for someone to persevere or continue despite different intrinsic and extrinsic odds? Do elite athletes and performers achieve greatness because of their hard work, or is there something else, a particular genetic trait or quality beyond their control, required to push them over the top?
Time Frame/Concepts & Content:
Week 1-Don't Quit, The Sports Gene, Video Clips of Athletes
Student Learning Expectations:
Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence. Practice defining vocabulary words using context. Learn and practice strategies for recognizing suffixes and how they contribute to meaning. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others. Practice acquiring and using academic vocabulary correctly. Learn the definition of central or main idea. Practice using concrete strategies for identifying central or main ideas.. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
Standards:
Reading Literature RL.9-10.1- Making Inferences RL.9-10.2,-Summarizing and Theme RI 9-10.3-Character analysis RI.9-10.4-Determing the contextual meanings of words **Writing** W.9-10.4-clear, coherent writing, and well-organized writing appropriate to task, purpose, and audience. **Speaking and Listening**

SL.9-10.1.-Initiate and participate effectively in a range of collaborative discussions

Key Terminology:

prowess beseeching compression gambol,Achilles tendon,trudging,funds, debts, sigh, lip, queer,pace,faint, faltering, set the bar, fall to the earth, cleared it

Activities & Assessments:

Week 1

Students will

- Read the poem Don't Quit by Edgar Allen Guest
- Listen to the audio version of the poem
- analyze the poem Don't Quit
- explain the adjectives and phrases in the poem Don't Quit and the comparisons being made
- evaluate and articulate the theme of the poem Don't Quit
- learn and recite the poem Don't Quit
- write a time in their lives when they wanted to give up and explain what they did to help them not to give up.
- watch the video preview of The Sports Gene
- read the Introduction for The Sports Gene.
- KWL about athletes
- Compare and contrast different athletes-and identify what they know about each athletes
- Look at clip from The Last Stand about Michale Jordan and write a 1 paragraph reflection
- Determine the meaning of vocabulary words using context clues
- Practice the reading comprehension strategy of summarizing for the first paragraph
- independently read and annotate the excerpt
- Complete the grammar handout on suffixes -ance, -ence, -ant, and - ent.
- Complete the Think questions and then use the peer review instructions and rubric to complete two peer reviews.
- Watch the Concept Definition video on central or main idea
- read the definition of central or main ideaK
- discus central or main idea
- Watch the SkillsTV video on central idea in The Sports Gene
- independently read the Model section
- answer the comprehension questions to test for understanding.
- read the title and driving question for this Blast.
- Tell what they know about performance-enhancing drugs already.

- conduct research on people who have allegedly used performance enhancing drugs

Resources & Materials:

Study Sync Text
https://www.robeson.edu/national-poetry-month-dont-quit/
KWL Chart
Don't Quit Poem
Last Stand Video Clip
StudySync First Read lesson on The Sports Gene.
StudySync Speaking & Listening Handbook
StudySync Grammar handout - Suffixes -ance, -ence, -ant, - ent
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)
StudySync Access 3 handout (Advanced)
StudySync Access 4 handout (Approaching)

Time Frame/Concepts & Content:

Week 2-Reading Comprehension/The Outliers

Student Learning Expectations:

1. Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
2. Practice defining vocabulary words using context.
3. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
4. Practice acquiring and using academic vocabulary correctly.
5. Learn the definition of textual evidence.
6. Practice using concrete strategies for identifying and evaluating textual evidence.
7. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
8. Learn the definition of textual evidence.
9. Practice using concrete strategies for identifying and evaluating textual evidence.
10. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
11. Complete a close reading of a passage of informational text.
12. Practice and apply concrete strategies for identifying text evidence and Greek and Latin affixes and roots.
13. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
14. Prewrite, plan, and produce clear and coherent writing in response to a prompt.

15. Demonstrate an understanding of argumentative writing.
16. Practice and apply concrete strategies for identifying argumentative writing.
17. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.

Standards:

Reading Literature
R.L.9-10.4
R.L.9-10.4.B
R.L.9-10.4.D
Reading Information
RI.9-10.1
RI.9-10.2
RI.9-10.3
RI.9-10.4
RI.9-10.5
RI.9-10.6
Speaking and Listening
SL.9-10.1
SL.9-10.1.C
SL.9-10.1.
Writing
W.9-10.
W.9-10.2

Key Terminology:

Assimilate, expertise, innate, over the course, purposefully, debate, achievement, preparation, elite, prodigies

Activities & Assessments:

Students will

- Watch the video preview of Outliers.
- Read the Introduction for Outliers
- list what they already know about someone who is a high achiever in a sport, with a musical instrument, a foreign language, or in some other field
- make predictions about the vocabulary through reading the text
- read and annotate the excerpt

- discuss the questions and inferences they made while reading
- watch the SyncTV video on *Outliers: The Story of Success*.
- complete the Think questions and then use the peer review instructions and rubric to complete two peer reviews.
- Will discuss a prompt
- Watch the Concept Definition video on textual evidence
- students read the definition of textual evidence
- Have a discussion about textual evidence
- independently read the Model section
- answer the comprehension questions to test for understanding
- read the definition of Greek and Latin affixes and roots
- independently read the Model section on Greek and Latin
- Engage in a whole group discussion that helps students understand how to use Greek and Latin affixes and roots as clues to the meanings of unfamiliar words:
- copy the vocabulary words and getting an understanding of theri meaning
- Read the prompt to the Extended Writing Project on argumentative writing.
- Discuss the concept of a claim
- Read the Introduction to Argumentative Writing
- Read the Student Model entitled "The Key to Success Is in Our Hands."
- fill in the blanks on their Access 1 and 2 handouts to create their own paraphrased version of the prompt.

Resources & Materials:

StudySync First Read lesson on Outliers: The Story of Success.
StudySync Speaking & Listening Handbook
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)
StudySync Access 3 handout (Advanced)
StudySync Access 4 handout (Approaching)
StudySync Skills lesson on Greek and Latin affixes and roots in *Outliers: The Story of Success*
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)
StudySync Access 3 handout (Advanced)
StudySync Access 4 handout (Approaching)
StudySync Close Read lesson on *Outliers: The Story of Success*
***Outliers* Vocabulary handout**

StudySync Short Constructed Response - Argumentative Student Model
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)
StudySync Access 3 handout (Advanced)
StudySync Access 4 handout (Approaching)
StudySync First Read lesson on Argumentative Writing
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)
StudySync Access 3 handout (Advanced)
StudySync Access 4 handout (Approaching)

Essential Question(s):

What makes a person unique? What determines the individual task one undergoes in his or her life?
What is the relationship between nature and the American identity? What does it mean to be a rebel? What is the relationship between self and society? To what extent is community essential to happiness?

Time Frame/Concepts & Content:

Week 3-Theme, Author's Purpose, Identify Poem,The Wilde

Student Learning Expectations:

1. Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
2. Practice defining vocabulary words using context.
3. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
4. Practice acquiring and using academic vocabulary correctly.
5. Learn the definition of textual evidence.
6. Provide using concrete strategies for identifying and evaluating textual evidence.
7. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
8. Learn the definition of rhetoric.
9. Practice using concrete strategies for identifying and analyzing rhetoric.
10. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others

Standards:

Reading Literature

RL.9-10.1- Making Inferences
RL.9-10.2,-Summarizing and Theme
RI 9-10.3-Character analysis
RI.9-10.4-Determing the contextual meanings of words

Writing

W.9-10.4-clear, coherent writing, and well-organized writing appropriate to task, purpose, and audience.

Speaking and Listening

SL.9-10.1.-Initiate and participate effectively in a range of collaborative discussions

Key Terminology:

Identity Poem

Identity, guarded, admired, harnessed,clinging, jagged, vast, eternal, swayed, ancient, abyss, bizarre,shunned, pleasant, clusters, praised, handled, plucked, greedy, fragrant

Into the Wild

Irrelevant egress statutes odyssey flout

General Academic Vocabulary

Rhetoric
Point of View
Purpose
Audience
Analysis

Activities & Assessments:

Week 3

Students will

- Read the Identity poem by Julio Noboa Polanco
- Analyze the Identify poem
- Compare and contrast through a venn diagram the differences in a weed and a flower as described in the identify poem
- determine whether they resemble the weed or the flower and why and explain it in a paragraph or two
- watch the video preview of Into the Wild

- investigate Henry David Thoreau's life, focusing particularly on his experiences at Walden Pond, where he tried to live deliberately and independently, and on his idea that, "If a man does not keep pace with his companions, perhaps it is because he hears a different drummer."
- determine the meaning of the vocab using the context clues
- determine whether their predictions were accurate
- Students will present those vocabulary words to the class
- Read and annotate the excerpt
- discuss the questions and inferences they made while reading.
- complete the Think questions and then use the peer review instructions and rubric to complete two peer reviews.
- Watch the Concept Definition video on textual evidence with your students.
- read the definition of textual evidence and discuss and evaluate the textual evidence.
- answer the comprehension questions
- Watch the Concept Definition video on rhetoric
- read the definition of rhetoric
- Discuss the meaning of rhetoric
- take notes on the SkillsTV video on rhetoric in Into the Wild
- Read and annotate the model text
- Answer questions to help them understand how rhetoric reveals an author's point of view
- Answer the comprehension questions

Resources & Materials:

StudySync textbook and videos
Identity poem
https://www.youtube.com/watch?v=wdTBu5_4H6Q

Time Frame/Concepts & Content:

Week 4-Our Deepest Fear, Invictus, Vision Boards

Student Learning Expectations:

Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.

Practice defining vocabulary words using context.

Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.

Standards:

Reading Literature
R.L.9
R.L.10.4
RL.9-10.1
RL.9-10.2
RL.9-10.3
RL.9-10.4
RL.9-10.5

Writing
W.9-10.1
W.9-10.2

Key Terminology:

Our Deepest Fear
Inadequate, powerful measure, enlightened, insecure, manifest,glory

Invictus
Bludgeoning, fell, loom, shade, straight, unconquered,master, destiny,freedom fighter, Nelson Mandela, circumstance, chance, wrath, menace, pole to pole

Nelson Mandela
Apartheid

Activities & Assessments:

Students will

- Read the Poem Our Deepest Fear
- Analyze the Poem Our Deepest Fear
- Summarize the Poem in his or her own words and provide the meaning of the poem in his or her own words
- watch the video preview of “Invictus”
- read the Introduction for "Invictus."
- use devices to research William Ernest Henley's life and answer questions about his life
- Make predictions about the vocabulary

- Read and annotate the excerpt
- discuss the questions and inferences they made while reading
- complete the Think questions and then use the peer review instructions and rubric to complete the two peer reviews
- Watch a slide share about Nelson Mandella
- https://www.slideshare.net/prax777/learning-from-incvictus-the-movie-9776773
- Watch a clip of the movie Invictus

Resources & Materials:

StudySync First Read lesson on "Invictus."
StudySync Speaking & Listening Handbook
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)
StudySync Access 3 handout (Advanced)
StudySync Access 4 handout (Approaching)
Our Deepest Fear Poem

Time Frame/Concepts & Content:

Week 5-Theme, Poetic Devices, Word Usage, and If

Student Learning Expectations:

1. Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
2. Practice defining vocabulary words using context.
3. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
4. Practice acquiring and using academic vocabulary correctly.
5. Provide and explore background information about the question of influence in words and imagery.
6. Research using hyperlinks to a variety of video and print sources that explore the power of words and imagery

Standards:

Reading Literature
RL.9-10.1- Making Inferences
RL.9-10.2,-Summarizing and Theme
RI 9-10.3-Character analysis
RI.9-10.4-Determing the contextual meanings of words

Writing
W.9-10.4-clear, coherent writing, and well-organized writing appropriate to task, purpose, and audience.
Speaking and Listening
SL.9-10.1.-Initiate and participate effectively in a range of collaborative discussions

Key Terminology:

Poetic elements, meter, time, rhyme, figurative language, stanza, allowance, impostors, knaves, sinew, consecutive clauses, bring out the best, tension, stoically, high premium, virtue, metaphors, similes

Activities & Assessments:

Students will

- Watch the video preview of "If."
- Use their Access 1, 2, and 3 handouts to fill in the blanks of the transcript for the preview's voiceover
- Read and listen to the introduction for "If.
- Participate in a pre-reading discussion to get the theme of "If."
- Complete the Adulthood chart on the Access 1 on what it takes to be a successful adult
- Read aloud each stanza of "If." and students discuss what they have read.
- independently read and annotate the poem
- write about a piece of advice that he or she has received from a parent or other authority figure:
- create a visual timeline identifying at least three challenges they've faced and at least three successes they've experienced.
- complete the Think questions and then use the peer review instructions and rubric to complete two peer reviews.
- Learn the definition of poetic elements.
- Practice using concrete strategies for identifying poetic elements.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
- Watch the Concept Definition video on poetic elements with your students.
- read aloud the title and driving question for this Blast.*How much of what happens in our* lives do we actually control?
- Respond to a headline about people protesting about the Vietnam war and a picture of the incident
- read the Blast background
- complete the fill in the blank summary of the background provided on their Access 4 handout
- participate in an activity where they are going to imagine that emojis cease to exist and, whether they are tweeting, texting, or emailing, they're suddenly forced to use words and words only to convey their emotions.
- choose 10 emoji to display and the word that they used to convey those emotions
- participate in a whole class discussion about the descriptions

- conduct research on how words and imagery can work in tandem to help shape and inform the decisions a person makes.

Resources & Materials:

StudySync Skills lesson on poetic elements in "If"
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)
StudySync Access 3 handout (Advanced)
StudySync Access 4 handout (Approaching)

Time Frame/Concepts & Content:

Week 6-Macbeth

Student Learning Expectations:

1. Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
2. Practice defining vocabulary words using context.
3. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
4. Practice acquiring and using academic vocabulary correctly.
5. Learn the definition of dramatic elements.
6. Practice using concrete strategies for identifying dramatic elements.
7. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.

Standards:

Reading Literature

R.L.9-10.4.
R.L.9-10.4.B
RL.9-10.1
RL.9-10.2
RL.9-10.3
RL.9-10.4
RL.9-10.5
RL.9-10.7

Speaking and Listening
SL.9-10.1.C
SL.9-10.1.D
Writing
W.9-10.1
W.9-10.2
W.9-10.1

Key Terminology:

prospect rapt prologue commence, pain, rebellion, prophecies, consequences, attire, corporal, venture, wrought, tempest-tost

Activities & Assessments:

Students will

- Watch the video preview of *Macbeth*
- Use their Access 1, 2, and 3 handouts to fill in the blanks of the transcript for the preview's voice over
- Read and listen to the introduction for *Macbeth*.
- Make predictions about the central ideas they would expect to encounter in this text
- Participate in a pre-reading discussion about the events and themes in *Macbeth*.
- Use diverse media to research topics related to *Macbeth,*
    - Shakespeare's life
    - King James I's reign
    - Visual and literary arts in Jacobean England
    - Religion in Jacobean England
    - Witchcraft and the supernatural in Jacobean England
    - Crime and punishment in Jacobean England
- Listen to the audio of the text and annotate and highlight their text
- Discuss the questions and inferences they made while reading.
- think about a position of power they would like to attain
- reflect on what they would be willing to sacrifice for that position of power
- watch the SyncTV video on *Macbeth*.
- use the "Analyze the Discussion" guide on the Access 1 and 2 handouts to identify key points in the discussion and the evidence the students use to determine those points
- discuss and complete the "Destiny" chart on the Access 3 handout, referring back to the SyncTV video as needed to clarify their answers.
- complete the chart on the Access 4 handout by listing textual evidence cited by the students in the video

- complete the Think questions and then use the peer review instructions and rubric to complete two peer reviews
- Watch the Concept Definition video on dramatic elements with your students
- read the definition of dramatic elements.
- complete the matching exercise on the Access 1, 2, 3, and 4
- read the definition of dramatic elements.
- fill in the blanks on the Access 1 and 4 handouts as they read the definition and watch the video.
- Have a discussion about how the dramatic elements of setting, character, plot, and theme work together to "build" a play.
- read the Model text and have a whole-group discussion that helps students analyze the dramatic elements of character and plot in Act I, Scene III of Macbeth:
- answer the comprehension questions to test for understanding of dramatic elements.
- Use evidence from Act I, Scene III, develop an argument about Macbeth's understanding of how the witches' prophecy will determine his future.
- Explore both why Shakespeare chooses to feature the supernatural witches so prominently, and the impact this decision has on the text as a whole in 250 words.
- Using either Japanese filmmaker Akira Kurosawa's Throne of Blood or Indian filmmaker Vishal Bhardwaj's *Maqbool*, analyze how a modern work draws upon and transforms Shakespeare's *Macbeth* and in at least 250 words
- develop an argument about how these filmic updates maintain and/or alter the themes and ideas explored in Shakespeare's original work.

Resources & Materials:

StudySync First Read lesson on *Macbeth,* Act I, Scene 3
StudySync Speaking & Listening Handbook
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)
StudySync Access 3 handout (Advanced)
StudySync Access 4 handout (Approaching)
StudySync Skills lesson on dramatic elements in *Macbeth,* Act I, Scene 3
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)
StudySync Access 3 handout (Advanced)
StudySync Access 4 handout (Approaching)

Time Frame/Concepts & Content:

7th Week-Iraq War

Student Learning Expectations:

1. Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
2. Practice defining vocabulary words using context.
3. Learn and practice strategies for identifying and correctly using adverb clauses.
4. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
5. Practice acquiring and using academic vocabulary correctly
6. Instruct students on the definition of author's purpose and author's point of view.
7. Provide students with a usable framework for identifying and analyzing purpose and point of view.

Standards:

Reading Literature
R.L.9-10.4.A
R.L.9-10.4.B
R.L.9-10.4.D
RI.9-10.1A
RI.9-10.2A
RI.9-10.3A
Reading Information
RI.9-10.4A
RI.9-10.6
Writing
W.9-10.1
W.9-10.2

Key Terminology:

Occupation, devastated, humanitarian, abduct hovered, coalition forces, toppled, regime, toll, strikes, harrowing, fragile, plunder, hectic, Al Salamu Alaikum, negotiations

Activities & Assessments:

Students will

- watch the video preview of The Iraq War Blog.
- read the Introduction for The Iraq War Blog. The introduction provides context for the excerpts taken from the blog.
- Have a discussion as to what they already know about the Iraq War

- Conduct research about the Iraq war
- Use a Padlet Wall (www.Padlet.com) with a map of Iraq background, students will synchronously or asynchronously research Iraq and post information (text and images) using virtual post-it notes
- Discuss the Henry David Thorough quote about it is what
- independently read and annotate the excerpt
- use details and quotes from the blog to write a short human-interest news article describing conditions in Baghdad in February 2004
- students complete the Think questions and then use the peer review instructions and rubric to complete two peer reviews.
- Learn about adverb clauses and complete a worksheet on them.
- Watch the Concept Definition video on the author's purpose and author's point of view with your students.
- complete the matching exercise on the Access 1, 2, 3, and 4 handouts as they watch the video.

Resources & Materials:

StudySync First Read lesson on *The Iraq War Blog*
Grammar handout: Adverb Clauses
StudySync Speaking & Listening Handbook
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)
StudySync Access 3 handout (Advanced)
StudySync Access 4 handout (Approaching)

Time Frame/Concepts & Content:

8th Week-Dramatic Elements/ Oedipus Rex

Student Learning Expectations:

1. Gain an insight into Greek tragedy and such concepts such as fate, hubris, and (dramatic) irony.
2. Recognize the Greeks' concern with fate, self-determination and the role of gods and oracles in everyday life.
3. Learn about the origin and development of drama in Athens in the 6th and 5th centuries BC.
4. Analyze and critically assess the specific role of characters within the play and role of the chorus.
5. Gain an understanding into the different genres of drama (including comedy, tragedy and Satyr plays) and discover some of the social concerns of the ancient Greeks by knowing the themes of some of their plays.
6. Be able to compare and contrast ancient Greek drama with modern dramatic forms such as movies and modern theatre.
7. Instruct students on dramatic elements and how they develop characters and themes.
8. Practice using concrete strategies for identifying elements of a drama.
9. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.

Standards:
Reading Literature RL.9-10.1- Making Inferences RL.9-10.2,-Summarizing and Theme RI 9-10.3-Character analysis RI.9-10.4-Determing the contextual meanings of words **Writing** W.9-10.4-clear, coherent writing, and well-organized writing appropriate to task, purpose, and audience. **Speaking and Listening** SL.9-10.1.-Initiate and participate effectively in a range of collaborative discussions
Key Terminology:
augury calumny charlatan seer taciturnity, confidence, demise, exaggerated, egotistical, prophesied, terrorizing,summoned, vulnerability, unflinching
Activities & Assessments:
Students will ● Watch the video preview of *Oedipus Rex*. ● Read the introduction for the excerpt from *Oedipus Rex*. ● List what they already know about Greek Tragedies ● Research Greek Gods in Groups ● create a colorful poster with their god's name, picture, and a collection of images and/or symbols that represent what they are the god of. ● Present their posters ● Analyze the quote from the excerpt where an oracle says to the king, "Alas, alas, what misery to be wise / When wisdom profits nothing!" ● listen to the audio of the text ● read, annotate, and discuss the text. ● brainstorm predictions about what might eventually happen to Oedipus ● fill out the "Complete the Sentences" exercises about ancient Greek mythology and culture ● research what was happening around 429 BCE? How might the social, economic and/or political atmosphere impact a play written during this time? ● use the "Analyze the Discussion" guide to identify key points in the discussion and the evidence the students use to determine those points. ● complete the "Dramatic Irony" chart

- students complete the chart on the Access 4 handout by listing textual evidence cited by the students in the video.
- Debate issues presented in the text
- Work as a group to write a strong claim that clearly states their position in relation to the topic they debated and highlight textual evidence from the excerpt *Oedipus Rex* that will help them support their claim
- Watch the Concept Definition video on dramatic elements
- complete the matching exercise on the Access 1, 2, 3, and 4 handouts as they watch the video.
- create a diagram depicting the relationships between Oedipus and the rest of his family.
- Discuss the ideas of prediction and people losing their careers because of a mistake that they made.

Resources & Materials:

StudySync First Read lesson on *Oedipus Rex.*
StudySync Speaking & Listening Handbook
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)
StudySync Access 3 handout (Advanced)
StudySync Access 4 handout (Approaching)

Time Frame/Concepts & Content:

9th Week-Review Destiny and The Ideas Presented in Unit 1(Dramatic Elements), Suffixes,The Sports Gene, Our Deepest Fear, Iraq War, Outliers, fountain of youth, mortality, life expectancy, exacerbate, scarcity, burdensome, resilience, stamina, longevity, deteriorating, vigorous,

Student Learning Expectations:

1. Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
2. Practice defining vocabulary words using context.
3. Learn and practice strategies for recognizing suffixes and how they contribute to meaning.
4. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
5. Practice acquiring and using academic vocabulary correctly.
6. Learn the definition of central or main idea.
7. Practice using concrete strategies for identifying central or main ideas..
8. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
9. learn about efforts to prolong the human lifespan
10. explore possible consequences of enabling people to live longer.

11. Research links explore other aspects of living longer

Standards:

Reading Literature
RL.9-10.1- Making Inferences
RL.9-10.2,-Summarizing and Theme
RI 9-10.3-Character analysis
RI.9-10.4-Determing the contextual meanings of words
Writing
W.9-10.4-clear, coherent writing, and well-organized writing appropriate to task, purpose, and audience.
Speaking and Listening
SL.9-10.1.-Initiate and participate effectively in a range of collaborative discussions

Activities & Assessments:

Read aloud the Blast title and Driving question
view a photograph of an elderly person being taken care of by a younger person
Discuss how the picture represents the pros and cons of longer life expectancies
draft their initial responses to the driving question.
read the Blast background to provide context for the essential question
discuss the following questions
What answer does "Forever Young" seem to give to the Unit question of how much control people have over their success or failure?
What drawbacks to having longer life spans are described in "Forever Young"?
Do you think it is possible, or wise, or admirable for researchers to develop drugs that slow the aging process and keep people healthy longer?
Read the Research Links labeled "Life Expectancy by State" and "Watch Earth's Population Grow."
Explain Which statistics in these infographics were the most surprising to them?
Complete review activities using Quizizz, Quizlet, Kahoot, Classroom discussions, and Peer reviews
Complete an assessment of the the things covered in the first 8wks

Resources & Materials:

Studysync Textbook,
StudySync Blast: Forever Young
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)

StudySync Access 4 handout (Approaching)
Our Deepest Fear Poem, Identity Poem, and Websites

Unit 2-Taking a Stand
Enduring Understanding
If rules are put in place to keep us safe, is there ever a time when we should be fighting against them?
Essential Questions
What role does the government play in our lives?
Time Frame/Concepts & Content:
1 week-Different Forms of Government, Animal Farm
Student Learning Expectations:
1. Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence. 2. Practice defining vocabulary words using context. 3. Learn and practice strategies for using semicolons and colons. 4. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others. 5. Practice acquiring and using academic vocabulary correctly. 6. Learn the definition of theme. 7. Practice using concrete strategies for identifying and analyzing theme. 8. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
Standards:
<u>Reading and Literature</u> R.L.9-10.4. RL.9-10.1 RL.9-10.2 RL.9-10. RL.9-10.4 RL.9-10.5

RL.9-10.6 **Speaking and Listening** SL.9-10.1. SL.9-10.1. **Writing** W.9-10.2 W.9-10.3 W.9-10.7
Key Terminology:
Monarchy, Allegory, Democracy, Communism, Socialism, Oligarchy, Aristocracy, Theocracy, Colonialism, Totatarism, Military Dictatorship,restive, marshal, faction, procure, democratic socialism, sordid,evident, uprising, novella, satirize, disputes, reinstate, advocate, abounding, under the slogan,
Activities & Assessments:
View clips of Hitler, Great Britain Reflect on what they saw in their journal Investigate/conduct research on different types of governmental structures. Present the different governing styles use graphic organizers to compare and contrast the different government styles Create a scene and act out a scene displaying the different forms of government Evaluate each scene as to which style was presented. Report on the negative and positive aspects of each government style and complete an essay comparing and contrasting two or more types of govenrment. read about the life of Leon Trotsky read the short essay at and discuss, as a class, Trotsky's relevance as a historical figure watch the video preview of Animal Farm use handouts to fill in the blanks of the transcript for the preview's voiceover as they watch the preview along with their classmates. watch the video preview of Animal Farm. read and listen to the introduction for Animal Farm work together to make a list of facts about Trotsky from the essay. Answer questions about working together to make a list of facts about Trotsky from the essay. Discuss this proverb: "Pride comes before a fall." Review the vocabulary and present the vocabulary to the class

Create a foldable using the vocabulary Create a quizlet using the vocabulary words Work in pairs to listen to the audio, read and annotate the excerpt of the Animal Farm Discuss the text the Animal Farm in small groups watch the SyncTV video on Animal Farm use the "Analyze the Discussion" guide on the Access 1 and 2 handouts to identify key points in the discuss of the evidence used to determine those points. complete the Think questions and then use the peer review instructions and rubric to complete two peer reviews. use the Sentence Frames on the Access 1 and 2 handouts to support their responses to the Think questions. discuss a prompt in small groups use the sentence frames on Access 1 and 2 handouts to help them participate in the discussion. watch a clip of the Great Debaters learn about presenting a debateDebate Napoleon's faction "Vote for Napoleon and the Full Manger" and one supporting Snowball's "Vote for Snowball and the Three-Day Week." debate the issue-one being for and one being against it. watch the Concept Definition video on theme students complete the Fill in the Blanks exercise on the Access 1, 2, 3, and 4 handouts as they watch the video complete the chart on the Access 1 and 4 handouts as they read the definition of theme take notes on the SkillsTV video on theme in George Orwell's Animal Farm as you watch together. watch the video again and complete the chart on the Access 1, 2, and 4 handouts as they watch the video Review the definition of theme and how to discover the theme of a text As a group, use a strategy for analyzing a text to determine a theme Review information on different types of government Analyze the Animal Farm theme and characters Complete a review quiz on the Animal farm
Resources & Materials:
https://thebestschools.org/magazine/common-forms-of-government-study-starters/ **https://www.ruleoflaw.org.au/wp-content/uploads/2019/09/Different-Forms-of-Government.pdf** http://www.history.com/this-day-in-history/stalin-banishes-trotsky **StudySync First Read lesson on *Animal Farm*** **StudySync Speaking & Listening Handbook** **StudySync Access 1 handout (Beginning)** **StudySync Access 2 handout (Intermediate)**

StudySync Access 3 handout (Advanced) **StudySync Access 4 handout (Approaching)**

Time Frame/Concepts & Content:
2nd Week-Speech to the Second Virginia Convention
Student Learning Expectations:
1. Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence. 2. Practice defining vocabulary words using context. 3. Learn the definition of author's purpose and point of view 4. Practice using concrete strategies for identifying the author's purpose and point of view. 5. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others
Standards:
Reading Literature R.L.9-10.4. R.L.9-10.4 **Reading Information** RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.6 RI.9-10.8 RI.9-10.9 **Speaking and Listening** SL.9-10.1. SL.9-10.1. SL.9-10.1. SL.9-10.3 **Writing** W.9-10.1 W.9-10.2

W.9-10.7
Key Terminology:
Arduous, revere, sentiment, subjugation, supplication,sentiments, revere, arduous,subjugation,supplication
Activities & Assessments:
Students will watch the video preview of "Speech to the Second Virginia Convention. use their Access 1, 2, and 3 handouts to fill in the blanks of the transcript for the preview's voiceover as they watch the preview along with their classmates read the Introduction for "Speech to the Second Virginia Convention." use print and digital resources to research the following topics: ● Coercive (Intolerable) Acts ● Petition of the First Continental Congress ● Patrick Henry and the Virginia Conventions sentence frames on the Access 1 and 2 handouts that correspond to their specific topic independently read and annotate the excerpt. discuss the questions and inferences they made while reading. brainstorm the positive and negative consequences for society and individuals when political ends clash with religious or social customs. watch the SyncTV video on "Speech to the Second Virginia Convention." use the "Analyze the Discussion" guide on the Access 1 and 2 handouts to identify key points in the discussion and the evidence the students use to determine those points. discuss and complete the "Rhetorical Tactics" chart on the Access 3 handout, referring back to the SyncTV video as needed to clarify their answers. complete the chart on the Access 4 handout by listing textual evidence cited by the students in the video. Video tape their conversations and critique their own conversations complete the Think questions and then use the peer review instructions and rubric to complete two peer reviews. use the Sentence Frames on the Access 1 and 2 handouts to support their responses to the Think questions Discuss a prompt in a small group about Patrick Henry’s tactics and whether it was fair for him to use the tactics that he does to describe the British. complete the chart on the Access 1 and 4 handouts as they read the definition. Watch the Concept Definition video on the author's purpose and author's point of view with your students.

complete the matching exercise on the Access 1, 2, 3, and 4 handouts as they watch the video
students read the definition of author's purpose and point of view and engage in a discussion about author's purpose and author's point of view
search the Internet for an audio recording of a speech by a modern social, political, or business leader
describe the speaker's point of view and purpose in giving the speech.
discuss the point of view of the speaker and explain how it affects his or her purpose.
students to take notes on the SkillsTV video on author's purpose and point of view in "Speech to the Second Virginia Convention"
and complete the chart on the Access 1, 2, and 4 handouts as they watch the video.
Read and annotate the model text and fill out the guided reading questions on the Access 1 and 2 handouts
Participate in a whole-group discussion that helps students understand how to analyze the author's purpose and point of view
In groups, will analyze one of the paragraphs from Patrick Henry's speech and identify the following

- the author's point of view
- the details the author uses to support his point of view
- the rhetorical techniques the author uses to convey his point of view
- answer the comprehension questions to test for understanding of the author's purpose and author's point of view.
- apply the skills they have learned for identifying author's purpose and point of view to their reading of another famous speech of I have a Dream
- identify King's point of view and purpose, his use of logical and emotional appeals, and his use of rhetorical techniques such as figurative language, allusion, and rhetorical question.
- Review and discuss points in the speeches
- Review using Kahoot, quizizz, and quizlet
- Have a written assessment or utilize the things that they have learned to create speeches of their own.

Resources & Materials:

StudySync First Read lesson on "Speech to the Second Virginia Convention"
StudySync Speaking & Listening Handbook
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)
StudySync Access 3 handout (Advanced)
StudySync Access 4 handout (Approaching)
Collaborative Discussions section of the Speaking & Listening Handbook.

Time Frame/Concepts & Content:
Week 3-Ballad of Birmingham, Denotation, and Connotation, and Civil Protest
Student Learning Expectations:
1. Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence. 2. Practice defining vocabulary words using context. 3. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others. 4. Practice acquiring and using academic vocabulary correctly. 5. Learn the definition of connotation and denotation. 6. Practice using concrete strategies for analyzing connotation and denotation. 7. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
Standards:
<u>Reading Literature</u> R.L.9-10.4. R.L.9-10.5. RL.9-10.1 RL.9-10.2 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.9
Key Terminology:
Claw, draw, fierce, sacred, and wild, zeal, render, lurks, condemnation, exhibited, struggled, minority, segregation, deemed unconstitutional, status quo, boycotts, oppressive, demonstrators
Activities & Assessments:
Students will watch a video about the Bombing in Birmingham read the Introduction for ″Ballad of Birmingham." use devices or print resources to research the Civil Rights Movement of the 1960s. Each group will investigate a topic, including relevant facts, definitions, and concrete details in their research:

complete the "Build Background" exercise on the Access 1 handout that lists facts about the agenda of the Civil Rights Movement, the challenges and dangers protesters faced, the "Birmingham Campaign" of 1963, and important leaders in the Civil Rights Movement.
independently read and annotate the poem and discuss the questions and inferences they made while reading.
write a short narrative using at least five of the vocabulary words
complete the Think questions and then use the peer review instructions and rubric to complete two peer reviews
use the Sentence Frames on the Access 1 and 2 handouts to support their responses to the Think questions.
Debate issues from the text
Watch the Concept Definition video on connotation and denotation
complete the matching exercise on the Access 1, 2, 3, and 4 handouts as they watch the video.
Discuss connotation and denotation
complete the chart on the Access 1 handout as they read the definition.
independently read the Model section
fill out the guided reading questions on the Access 1 and 2 handouts.
work in pairs to do an online search of news stories about the bombing of the 16 th Street Baptist Church in Birmingham, Alabama, in 1963.
discuss the similarities and differences between the news articles and the poem.
answer the comprehension questions to test for understanding of denotation and connotation.
Brainstorm a list of positive and negative connotative words
Reread the poem answer the thinking questions

1. Explore background information about the Civil Rights Movement, the events that inspired the poem, ″Ballad of Birmingham," as well as other examples of civil disobedience.
2. Research using hyperlinks to a range of information about civil disobedience and how the events in Birmingham, Alabama in 1963 affected the Civil Rights Movement.

Explore background information about the Civil Rights Movement, the events that inspired the poem, ″Ballad of Birmingham," as well as other examples of civil disobedience.

Research using hyperlinks to a range of information about civil disobedience and how the events in Birmingham, Alabama in 1963 affected the Civil Rights Movement.

brainstorm their responses to the question-What are the costs of challenging the rules?
Read the article social protest and answer questions about the article.

Resources & Materials:

https://www.fbi.gov/history/famous-cases/baptist-street-church-bombing **https://www.ferris.edu/HTMLS/news/jimcrow/witnesses/sixteenthstreetbaptist.htm** **StudySync First Read lesson on "Ballad of Birmingham"** **StudySync Speaking and Listening Handbook** **StudySync Access 1 handout (Beginning)** **StudySync Access 2 handout (Intermediate)** **StudySync Blast: The Price of Justice** **StudySync Access 1 handout (Beginning)** **StudySync Access 2 handout (Intermediate)** **StudySync Access 4 handout (Approaching)** **StudySync Access 3 handout (Advanced)** **StudySync Access 4 handout (Approaching)** **StudySync Skills lesson on connotation and denotation in "Ballad of Birmingham"** **StudySync Access 1 handout (Beginning)** **StudySync Access 2 handout (Intermediate)** **StudySync Access 3 handout (Advanced)** **StudySync Access 4 handout (Approaching)**

Time Frame/Concepts & Content:
4th week-Remarks to the Senate in Support of a Declaration of Conscience
Student Learning Expectations:
1. Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence. 2. Practice defining vocabulary words using context. 3. Learn and practice strategies for identifying and using parallel construction. 4. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others. 5. Practice acquiring and using academic vocabulary correctly. 6. Learn the definitions of reasons and evidence. 7. Practice using concrete strategies for identifying reasons and evidence.

8. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.

Standards:

Reading Literature
R.L.9-10.4
R.L.9-10.4.
Reading Information
RI.9-10.1
RI.9-10.2
RI.9-10.3
RI.9-10.4
RI.9-10.5
Speaking
SL.9-10.1.
R.SL.9-10.1.
SL.9-10.1.
W.9-10.1
W.9-10.2

Key Terminology:

Complacent, debased, impute, opportunity, sensationalism, replubican, inflammatory, infested, communist, a dark period, congressional, colleagues, civility

Activities & Assessments:

Students will
make predictions about what they think each bold vocabulary word means based on the context clues in the sentence.
watch the video introduction of *Remarks to the Senate in Support of a Declaration of Conscience*.
use their Access 1, 2, and 3 handouts to fill in the blanks of the transcript for the preview's voiceover as they watch the introduction along with their classmates
read the paragraph about McCarthyism in post-war America and then complete the Sentence Frames on the Access 1 handout.
Research post-war anti-communist era in the United States
Discuss "No one man can terrorize a whole nation unless we are all his accomplices.", a quote by Edward. R. Murrow
Review vocabulary
listen to the audio of the text and use the Text Glossary on the Access 2 handout

Read and annotate the excerpt using the asking and answering questions technique
Discuss the questions and inferences they made while reading.
complete the practice exercise on parallel structure
find at least three examples of parallel structure in Senator Smith's speech, and to note how the use of parallel structure affects the rhythm of the speech.
watch the SyncTV video on *Remarks to the Senate in Support of a Declaration of Conscience.*
use the "Analyze the Discussion" guide on the Access 1 and 2 handouts to identify key points in the discussion and the evidence the students use to determine those points.
discuss and complete the "Identify the Theme" chart on the Access 3 handout, referring back to the SyncTV video
complete the Think questions and then use the peer review instructions and rubric to complete two peer reviews.
use the Sentence Frames on the Access 1 and 2 handouts to support their responses to the Think questions.
discuss a prompt using the sentence frames on Access 1 and 2 handouts
Watch the Concept Definition video on reasons and evidence

Resources & Materials:

StudySync First Read lesson on *Remarks to the Senate in Support of a Declaration of Conscience*
StudySync Speaking & Listening Handbook
Grammar handout: Parallel Construction
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)
StudySync Access 3 handout (Advanced)
StudySync Access 4 handout (Approaching)
StudySync Skills lesson on reasons and evidence in *Remarks to the Senate in Support of a Declaration of Conscience*
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)
StudySync Access 3 handout (Advanced)
StudySync Access 4 handout (Approaching)

Time Frame/Concepts & Content:

Week 5-Texas v. Johnson

Student Learning Expectations:

1. Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.

2. Practice defining vocabulary words using context.
3. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
4. Practice acquiring and using academic vocabulary correctly.
5. Use textual evidence to show understanding of a first read of *Texas v. Johnson.*
6. Explore preliminary understanding of vocabulary through context clues.
7. Learn the definition and application of technical language.
8. Practice using strategies for identifying and applying technical language.
9. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others

Standards:

Reading Literature
R.L.9-10.4.
R.L.9-10.5.
Reading Information
RI.9-10.1
RI.9-10.2
RI.9-10.3
RI.9-10.4
RI.9-10.7
Writing
W.9-10.1

Key Terminology:

Demonstration, expressive, fallacies, prohibition, reverence, ruled, desecrate, determine, constitute, ruling, majority opinion, dissenting opinion, respondent, chanted, breach, cherished, breach, cherished, consecrate, emblem, sovereignty, ascent, invalidness

Activities & Assessments:

Students will
watch the video preview of Texas v. Johnson
use their Access 1, 2, and 3 handouts to fill in the blanks of the transcript for the introduction's voiceover as they listen to the introduction
read the Introduction to Texas v. Johnson.

Complete a Supreme Court decision and the reasons that support that decision. research the incident that sparked the Supreme Court decision in Texas v. Johnson. research the incident that sparked the Supreme Court decision in Texas v. Johnson. students discuss the questions and inferences they made while reading. research the effects of the Texas v. Johnson. complete the Think questions Watch the Concept Definition video on Technical Language complete the fill-in-the-blanks exercise on the Access 1, 2, 3, and 4 select another specialized informational text they've read and identify some of the technical terms in it. Read and annotate the Model section Identify and define the legal language of a section of Texas v. Johnson or a section of Chief Justice using context clues. verify their definitions of legal terms by doing research in an online legal dictionary. Use Padlet (www.padlet.com) to have students share answers to this question:
Resources & Materials:
StudySync First Read lesson on *Texas v. Johnson* **StudySync Access 1 handout (Beginning)** **StudySync Access 2 handout (Intermediate)** **StudySync Access 3 handout (Advanced)** **StudySync Access 4 handout (Approaching)**

Time Frame/Concepts & Content:
Week 6-Impassioned Arguments Mark High Court Flag-Burning Decision
Student Learning Expectations:
1. Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence. 2. Practice defining vocabulary words using context. 3. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others. 4. Learn the definition of media. 5. Practice analyzing how the choice of medium affects both content and ideas.

6. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.

Standards:

Reading Literature
R.L.9-10.4
R.L.9-10.5.
Reading Information
RI.9-10.1
RI.9-10.2
RI.9-10.3
RI.9-10.4
RI.9-10.7
Writing
W.9-10.1

Key Terminology:

Rhetoric, invalidate, dissent, grounds, fragmented, decision, determined, conviction, protest, inconsistent, impassioned, affirmation, consecrate, desecrate, dilute, abridgement

Activities & Assessments:

Students will
watch the video preview of "The Impassioned Arguments Mark High Court Flag Burning Decision."
use their Access 1, 2, and 3 handouts to fill in the blanks of the transcript for the introduction's voiceover as they listen to the introduction
research some recent decisions handed down by the Supreme Court, how they were dealt with in the media, and what ramifications the decisions had for large segments of the population.
complete the Build Background activity on the Access 1 handout that asks students to list facts about flag burning in America, the First Amendment, and the Supreme Court, locating the facts
independently read and annotate the excerpt.
discuss the questions and inferences they made while reading
complete the Think questions and then use the peer review instructions and rubric to complete two peer reviews.
use the Sentence Frames on the Access 1 and 2 handouts to support their responses to the Think questions.
Use a Venn Diagram to organize ideas about the similarities and differences in the article "Impassioned Arguments Mark High Court Flag Burning Decision" and the court opinion in "Supreme Court Ruling: Texas v. Johnson.

Watch the Concept Definition video on Media
complete the Match exercise on the Access 1, 2 3, and 4 handouts as they watch the video.
complete the chart on the Access 1 and 4 handouts as they read the definition.
independently read the Model section
Participate in a whole-group discussion that helps students understand how to analyze various accounts of a subject told in different mediums.
watch some video footage of television reporting of the *Texas v. Johnson* decision being announced.
answer the comprehension questions to test for an understanding of how to analyze media.
write a mnemonic device or a rap to help students identify informational text elements.

Resources & Materials:

StudySync First Read lesson on *Impassioned Arguments Mark High Court Flag Burning Decision*
StudySync Speaking & Listening Handbook
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)
StudySync Access 3 handout (Advanced)
StudySync Access 4 handout (Approaching)
StudySync Skills lesson on media in "Impassioned Arguments Mark High Court Flag Burning Decision".
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)
StudySync Access 3 handout (Advanced)
StudySync Access 4 handout (Approaching)

Time Frame/Concepts & Content:

Week 7-Textual Evidence

Student Learning Expectations:

1. Perform an initial reading of the text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
2. Practice defining vocabulary words using context.
3. Learn and practice strategies for asking and answering questions to understand a text.
4. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
5. Complete a close reading of informational text that makes and supports an argument.
6. Practice and apply concrete strategies for identifying arguments, reasons, and evidence.

7. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
8. Prewrite, plan, and produce clear and coherent writing in response to a prompt.

Standards:

AR-ELA:
R.L.9-10.4.
R.L.9-10.5.
Reading Information
RI.9-10.1
RI.9-10.2
RI.9-10.3
RI.9-10.4
RI.9-10.7
Writing
W.9-10.1

Key Terminology:

Atrocious, imperative, callous, feasible, plausible, incited, reflect, establishes, vehemently, reflect, refute

Activities & Assessments:

Read the poem Frederick Douglass by Robert Hayden
Analyze the rhetoric in the poem
Complete a writing as to the statue of Frederick Douglas
Read Douglass's work, My Bondage and My Freedom and "What to the Slave is the Fourth of July." Create a list of discussion questions and participate in a socratic seminar in which you drive the discussion.
Complete a KWL on
what your students already know about the Supreme Court decision: Texas *v*. Johnson. A
read the Introduction for *Burning the Flag*.
write a journal entry using all of their vocabulary words
complete the chart on the Access 1 and 2 handouts by writing the correct word for each of the definitions.
complete the graphic organizer on the Access 4 handout to record the vocabulary words, their initial analysis, and the definitions.
research on their devices to find a court case related to the issue of Freedom of Speech that interests them.
Some suggestions are:

- U.S. v. O'Brien (1968)
- Schact v. U.S. (1970)
- Spence v. Washington (1974)
- U. S. v. Eichman (1990)

Listen to the audio of "Burning the Flag."
Use the Critical Listening Handout in the Speaking & Listening Handbook to help them evaluate the reasoning and evidence
Read the Skills Focus questions as a class
read and annotate the excerpt
complete the Sentence Frames on the Access 1 and 2 handouts.
discuss and complete the text summary on the Access 4 handout and use their summary to help them analyze and annotate the text by completing the Skills Focus questions.
share and discuss their annotations with a focus on the claims, reasons, and evidence in the selection.
brainstorm laws or Supreme Court decisions about particular laws that they might write about
complete the prewriting activity on the Access 1 and 2 handouts and then explain their ideas to a partner
students to complete the writing assignment using textual evidence to support their answers.
identify the elements of writing that are strong, as well as those that are weak or in need of improvement in a sample of writing

Resources & Materials:

StudySync First Read lesson on *Burning the Flag*
StudySync Speaking & Listening Handbook
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)
StudySync Access 3 handout (Advanced)
StudySync Access 4 handout (Approaching
https://www.poetryfoundation.org/poems/46460/frederick-douglass
https://poets.org/lesson-plan/teach-poem-frederick-douglass-robert-hayden
https://teachingamericanhistory.org/library/document/what-to-the-slave-is-the-fourth-of-july/

Time Frame/Concepts & Content:
Week 8- Taking a Stand-A message to Congress about the American Promise
Student Learning Expectations:
Students will watch the video introduction Congress the American Promise Conduct research on the Civil Rights Act of 1965 Research about Selma, Alabama Examine the Vocabulary Read the excerpt and annotate it Take the quiz Complete a writing prompt about the excerpt Look at the insurrection-discuss it Look at present voting legislation Compare those times to the present times and analyze some of the new laws that have been placed on the books Determine if these laws are just and fair and if they will prevent people from voting.
Standards:
AR-ELA: R.L.9-10.4. R.L.9-10.5. **Reading Information** RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.7 **Writing** W.9-10.1
Key Terminology:
Convocation,flout, gallantry, infringe, vindicate
Resources & Materials:

Johnson, Lyndon B. *LBJ's American Promise: The 1965 Voting Rights Address.* Texas A&M U. Press, 2006.

Time Frame/Concepts & Content:
Week 9- Taking a Stand Wrap Up
Student Learning Expectations:
1.Explore background information about people who took great risks by standing up to oppressive authorities. 2. Research using hyperlinks to a range of information about present-day people who have challenged rules with positive results.
Standards:
AR-ELA: R.L.9-10.4. R.L.9-10.5. **Reading Information** RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.7 **Writing** W.9-10.1
Key Terminology:
Declared, opposed, oppressive regimes, apartheid, propelled, pursuits,yield results
Activities & Assessments:
Students will read aloud the title and Driving Question for this Blast: "What does it take to challenge the rules?" review examples of people who have successfully challenged the rules. view a photograph of Gandhi with a quote about standing up for what you believe Discuss how the picture and quote represent the concept of challenging the rules,

draft their initial responses to the Driving Question
discuss the following questions:

1. What types of rules need to be broken?
2. What rules did the subjects of this blast break?
3. What threats did Gandhi, Mandela, Yousafzai, and King receive?
4. How do you think the world would be different if the King had not taken a stand?

Resources & Materials:

StudySync Blast: Taking a Stand
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)
StudySync Access 4 handout (Approaching)

Unit 3- Technical Difficulties
Enduring Understanding:
What kind of responsibilities do we have to our society and our environment?
Essential Question(s):
How do we interact with technology? How has technology transformed our world?
Time Frame/Concepts & Content:
Week1- The Friend of the Man
Student Learning Expectations:

1. Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
2. Practice defining vocabulary words using context.
3. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
4. Practice acquiring and using academic vocabulary correctly.
5. Learn the definition of character.

6. Practice using concrete strategies for identifying how a character is developed and how a character's development impacts the plot and the theme of a story.
7. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.

Standards:

Reading Literature
RL.9-10.1- Making Inferences
RL.9-10.2,-Summarizing and Theme
RI 9-10.3-Character analysis
RI.9-10.4-Determing the contextual meanings of words
Writing
W.9-10.4-clear, coherent writing, and well-organized writing appropriate to task, purpose, and audience.
Speaking and Listening
SL.9-10.1.-Initiate and participate effectively in a range of collaborative discussions

Key Terminology:

Origins, law of nature, Titan, defies, promote, prosperity, forethought, afterthought, wretched, wrath,
Spark, precious metals, peep, sorrow, distress, fast, talons, idle, consent, domesticate, vex, guise

Activities & Assessments:

Students will

- **read the Introduction for " Prometheus: The Friend of Man."**
- **use devices to research different aspects of Greek mythology**
- **work together to use their research to complete the chart of the character traits of the gods**
- **Read and annotate the excerpt of The Friend of Man**
- **listen to the audio of the text and use the Text Glossary on the Access 2 handout to help them with words or idioms**
- **read, annotate, and discuss the text**
- **discuss the questions and inferences they made while reading.**
- **create a comic strip to illustrate part or all of the myth.**
- **use details in the text to accurately depict the settings and create dialogue for the characters.**

- **complete the Think questions and then use the peer review instructions and rubric to complete two peer reviews.**
- **use the Sentence Frames on the Access 1 and 2 handouts to support their responses to the Think questions.**
- **write a summary paragraph of the events in the selection.**
- **create a poster based on one of their summaries from the selection.**
- **Watch the Concept Definition video on character**
- **complete the Match exercise on the Access 1, 2, 3, and 4 handouts as they watch the video**
- **read the definition of character**
- **complete the chart on the Access 1 and 4 handouts as they read the definition.**
- **select a myth they've read that has a strong protagonist and antagonist**
- **compile lists of the two character's traits and actions**
- **brainstorm a list of things they know about Greek mythology and characters in Greek mythology**
- **fill out the guided reading questions on the Access 1 and 2 handouts.**
- **make a before and after scenario that describes the situation of man in the story before and after Prometheus gives them the gift of fire.**
- **illustrate or describe each world and then summarize how fire made man a little more like the gods of Mount Olympus.**
- **answer the comprehension questions to test for understanding of character.**

Resources

StudySync Skills lesson on character in "Prometheus: The Friend of Man"
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)
StudySync Access 3 handout (Advanced)
StudySync Access 4 handout (Approaching)

Time Frame/Concepts & Content:

Week 2-Frankenstein

Student Learning Expectations:

1. Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
2. Practice defining vocabulary words using context.

3. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
4. Practice acquiring and using academic vocabulary correctly.
5. Learn the definition of allusion.
6. Practice using concrete strategies for identifying and understanding allusions.
7. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.

Standards:

Reading Literature

RL.9-10.1- Making Inferences
RL.9-10.2,-Summarizing and Theme
RI 9-10.3-Character analysis
RI.9-10.4-Determing the contextual meanings of words

Writing

W.9-10.4-clear, coherent writing, and well-organized writing appropriate to task, purpose, and audience.

Speaking and Listening

SL.9-10.1.-Initiate and participate effectively in a range of collaborative discussions

Key Terminology:

Gothic, science fiction, re-animate, flees,

Activities & Assessments:

Students will **watch the video preview of *Frankenstein.*** ***use their Access 1, 2, and 3 handouts to fill in the blanks of the transcript for the preview's voiceover as they watch the preview along with their classmates.*** **read the Introduction for *Frankenstein*.** **read and listen to the introduction to *Frankenstein.* Have them refer to the Introduction Glossary on their Access 1, 2, and 3 handouts for definitions of key vocabulary terms.** **KWL about what they know about Frankenstein** **complete the "Imagine" exercise on the Access 1 handout that asks students to consider what their own responses would be in a situation similar to Dr. Frankenstein's.** **generate ideas, discuss the chart, and complete it together.** **participate in a pre-reading discussion to get students thinking about the events and themes in *Frankenstein*.** **Read and annotate the excerpt of the Frankenstein** **discuss the questions and inferences they made while reading.** **watch the SyncTV video on *Frankenstein*** **complete the Analyze the Discussion activity on the Access 1 and 2 handouts by identifying key points in the SyncTV** **complete the Identifying Responsibilities activity on the Access 3** **complete the Analyze the Discussion activity on the Access 4 handout** **complete the Think questions and then use the peer review instructions and rubric to complete two peer reviews** **use the Sentence Frames on the Access 1 and 2 handouts to support their responses to the Think questions** **Watch the Concept Definition video on allusion with your students.** **complete the matching exercise on the Access 1, 2 3, and 4 handouts as they watch the video.** **read the definition of allusion.**
Resources
StudySync First Read lesson on *Frankenstein* **Grammar handout: Semicolons** **StudySync Speaking & Listening Handbook** **StudySync Access 1 handout (Beginning)** **StudySync Access 2 handout (Intermediate)** **StudySync Access 3 handout (Advanced)** **StudySync Access 4 handout (Approaching)**

Time Frame/Concepts & Content:

Week 3-The Spirit of Criticism

Student Learning Expectations:

1. Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
2. Practice defining vocabulary words using context.
3. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
4. Practice acquiring and using academic vocabulary correctly.
5. Learn the definitions of connotation and denotation.
6. Practice using concrete strategies for determining connotation and denotation and analyzing their cumulative impact on meaning and tone.
7. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.

Standards:

Reading Literature

RL.9-10.1- Making Inferences
RL.9-10.2,-Summarizing and Theme
RI 9-10.3-Character analysis
RI.9-10.4-Determing the contextual meanings of words

Writing

W.9-10.4-clear, coherent writing, and well-organized writing appropriate to task, purpose, and audience.

Speaking and Listening

SL.9-10.1.-Initiate and participate effectively in a range of collaborative discussions

Key Terminology:

renowned, infectious,colleagues,exhorted,valiantly,perish, rigorous, decisive, stimulant, contrary, renders, humanity, carnage,sanguinary,pique,monstrous, catastrophic,cumulative impact

Activities & Assessments:

Students will

watch the video preview of "Worship the Spirit of Criticism

use their Access 1, 2, and 3 handouts to fill in the blanks of the transcript for the preview voiceover
read the Introduction for "Worship the Spirit of Criticism."
investigate Louis Pasteur's most significant achievements.
read and annotate the excerpt
discuss the questions and inferences they made while reading
use their summaries and annotations to brainstorm a list of inferences and questions they have concerning Pasteur's views on science and the role of scientists in French society and the world
Research what events in science and in the world at the time might have led Pasteur to focus on the "two contrary laws" of war and peace, work, and health in his speech.
watch the SyncTV video on ″Worship the Spirit of Criticism."
use the "Analyze the Discussion" guide on the Access 1 and 2 handouts to identify key points in the discussion and the evidence the students use to determine those points
discuss and complete the "Responsibility in Science" chart on the Access 3 handout, referring back to the SyncTV video as needed to clarify their answers
complete the chart on the Access 4 handout by listing textual evidence cited by the students in the video.
complete the Think questions and then use the peer review instructions and rubric to complete two peer reviews
complete the Think questions and then use the peer review
use the Sentence Frames on the Access 1 and 2 handouts to support their responses to the Think questions
Discuss a writing prompt using the sentence frames on Access 1 and 2 handouts
Watch the Concept Definition video on connotation and denotation
complete the matching exercise on the Access 1, 2, 3, and 4 handouts as they watch the video.
complete the sentences on the Access 1 and 4 handouts as they read the definition of connotation and denotation
discuss common phrases they know that demonstrate positive or negative connotations.
analyze the connotations of each example.
list all the literary works they have read in this unit so far and identify a quotation from each in which the connotations of a word or words is very important to the meaning or tone.
independently read the Model section
fill out the guided reading questions on the Access 1 and 2 handouts
complete the identifying evidence exercise on the Access 3 handout
complete the guided reading questions on the Access 4 handout as they read.
famous quotations at online site
answer the comprehension questions to test
complete the Your Turn section in class.

Resources
StudySync First Read lesson on "Worship the Spirit of Criticism" **StudySync Speaking and Listening Handbook** **StudySync Access 1 handout (Beginning)** **StudySync Access 2 handout (Intermediate)** **StudySync Access 3 handout (Advanced)** **StudySync Access 4 handout (Approaching)** **StudySync Skills lesson on connotation and denotation in "Worship the Spirit of Criticism"** **StudySync Access 1 handout (Beginning)** **StudySync Access 2 handout (Intermediate)** **StudySync Access 3 handout (Advanced)** **StudySync Access 4 handout (Approaching)**

Time Frame/Concepts & Content:
4th week-The Immortal Life of Henrietta Lacks
Student Learning Expectations:
1. Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence. 2. Practice defining vocabulary words using context. 3. Learn and practice strategies for identifying word parts, correctly spelling suffixes, and adding suffixes to root words. 4. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others. 5. Practice acquiring and using academic vocabulary correctly. 6. Learn the definition of technical language. 7. Practice using concrete strategies for analyzing and understanding technical language. 8. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others
Standards:
Reading Literature RL.9-10.1- Making Inferences

RL.9-10.2,-Summarizing and Theme
RI 9-10.3-Character analysis
RI.9-10.4-Determing the contextual meanings of words

Writing

W.9-10.4-clear, coherent writing, and well-organized writing appropriate to task, purpose, and audience.

Speaking and Listening

SL.9-10.1.-Initiate and participate effectively in a range of collaborative discussions

Key Terminology:

Ethics, consent, controversy, compensated, tumor, inconceivable, schematics, replenishing, omnipresent, process, demonstrate, complexity, embryos, implications

Activities & Assessments:

Students will

watch the video preview for the excerpt from *The Immortal Life of Henrietta Lacks*
se their Access 1, 2, and 3 handouts to fill in the blanks of the transcript for the preview's voiceover as they watch
read the Introduction for The Immortal Life of Henrietta Lacks
Complete a KWL about genes and genetic research
complete the matching exercise on the Access 1 handout to show what they already know about genes and genetic information.
students read the first three paragraphs and complete the First Read column for the first row on the chart located in the Access 1, 2, and 4 handouts
reread the first three paragraphs in order to complete the Second read column in the first row on the chart.
discuss their initial answers and their answers after having reread the text using guiding prompts
Read and annotate the excerpt
use the Annotation Guide on the Access 1 handout to support them as they highlight and annotate the text.
discuss the questions and inferences they made while reading
brainstorm all of the ways that Henrietta's cells might be used to help sick people
complete the practice exercises on verbs and suffixes
analyzing the use of verb suffixes in the excerpt from The Immortal Life of Henrietta Lacks.
watch the SyncTV video on The Immortal Life of Henrietta Lacks.
use the Analyze the Discussion guide on the Access 1 and 2 handouts to identify key points in the discussion
complete the Think questions and then use the peer review instructions and rubric to complete two peer reviews.
use the Sentence Frames on the Access 1 and 2 handouts to support their responses to the Think questions.

use the sentence frames on the Access 1 and 2 handouts to help them participate in the discussion.
Watch the Concept Definition video on technical language with your students.
complete the fill in the blanks exercise on the Access 1, 2, 3, and 4 handouts as they watch the video.
read the definition of technical language
complete the chart on the Access 1 and 4 handouts
select another informational text that includes technical language and identify the technical terms using context clues
take notes on the SkillsTV video on Technical Language in The Immortal Life of Henrietta Lacks
watch the video again and complete the chart on the Access 1, 2, and 4 handouts as they watch the video
note in their journals the strategies the students in the SkillsTV video use to find and discuss technical language.
fill out the guided reading questions on the Access 1 and 2 handouts
complete the identifying evidence exercise on the Access 3 handout
write a mock interview with Rebecca Skloot.
answer the comprehension questions to test for understanding
write their own test questions and answers about technical terms from the prologue of The Immortal Life of Henrietta Lacks or from a nonfiction article
Complete a quiz over information gained from The Immortal Life of Henrietta Lock

Resources

1. StudySync First Read lesson on *The Immortal Life of Henrietta Lacks*
2. Grammar handout: Verb suffixes
3. StudySync Speaking & Listening Handbook
4. StudySync Access 1 handout (Beginning)
5. StudySync Access 2 handout (Intermediate)
6. StudySync Access 3 handout (Advanced)
7. StudySync Access 4 handout (Approaching)
8. StudySync Skills lesson on technical language in *The Immortal Life of Henrietta Lacks*
9. StudySync Access 1 handout (Beginning)
10. StudySync Access 2 handout (Intermediate)
11. StudySync Access 3 handout (Advanced)
12. StudySync Access 4 handout (Approaching)

Time Frame/Concepts & Content:

Week 5-The Silent Spring

Student Learning Expectations:

1. Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
2. Practice defining vocabulary words using context.
3. Learn the definition of informational text structure.
4. Practice using concrete strategies for identifying and analyzing the uses of informational text structure and its contribution to the development of ideas.
5. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.

Standards:

Reading Literature
RL.9-10.1- Making Inferences
RL.9-10.2,-Summarizing and Theme
RI 9-10.3-Character analysis
RI.9-10.4-Determing the contextual meanings of words
Writing
W.9-10.4-clear, coherent writing, and well-organized writing appropriate to task, purpose, and audience.
Speaking and Listening
SL.9-10.1.-Initiate and participate effectively in a range of collaborative discussions

Key Terminology:

Pesticides, critique, condoned, validity, spurred, bright, counterpart, moribound, prosperous, stricken

Activities & Assessments:

read the introduction for Silent Spring
photocopies for students to read and discuss.
use devices to research different aspects of the peril posed by pesticides, fertilizers, and hormones used in agriculture both today and in the 1960's when Silent Spring was written.
report on the main points that they learned from their research
research President Kennedy's response to attacks on Rachel Carson and Silent Spring and the eventual ban on DDT in 1972,
complete the sentence frames on the Access 4 handout to guide their research

Complete the think aloud on the vocabulary used in the excerpt listen to the audio version of Silent Spring list words or draw pictures that come to mind as they listen and place them in a category based upon the five senses Have a discussion as to why they listed the words or drew the pictures Read and annotate the excerpt. listen to the audio of the text and use the Text Glossary on the Access 2 assume the character of news journalists reporting on events in the community Carson is describing write a newspaper article or blog entry or record a news report describing the plight of the community use details in the text to accurately depict the changing situation. discuss how visualizing the details in the text helped them craft their reports. narrate a tour around an area they know well, describing how the people, animals, and plants look complete the Think questions and then use the peer review instructions and rubric to complete two peer reviews use the Sentence Frames on the Access 1 and 2 handouts to support their responses to the Think questions write and deliver brief closing arguments that they can present to several peers acting as "jurors" to convince them that human activity is or is not a serious, long-term threat to the environment while addressing claims made in the text of the Silent Spring Watch the Concept Definition video on informational text structure complete the matching exercise on Access 1, 2, 3, and 4 handouts complete the chart on the Access 1 and 4 handouts as they read the definition locate an informational article on the environment online or in print and describe the text structure or structures the author uses take different news stories from either a newspaper or other printed media (or from a news broadcast or online newspaper) and breakdown the informational text structure of various piece using simple outline form, and then compare not only the informational text structure of each piece to the others find good examples of different types of informational text structure. brainstorm in groups ways the same information in the passage could be presented with a different informational text structure. draw a comic strip depicting the fictional town Rachel Carson describes. answer the comprehension questions to test for understanding of informational text structure
Resources
StudySync First Read lesson on *Silent Spring* **StudySync Speaking & Listening Handbook** **StudySync Access 1 handout (Beginning)**

StudySync Access 2 handout (Intermediate)
StudySync Access 3 handout (Advanced)
StudySync Access 4 handout (Approaching)
StudySync Skills lesson on informational text structure in *Silent Spring*
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)
StudySync Access 3 handout (Advanced)
StudySync Access 4 handout (Approaching)

Time Frame/Concepts & Content:

Week 6- A Civil Action

Student Learning Expectations:

1. Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
2. Practice defining vocabulary words using context.
3. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
4. Practice acquiring and using academic vocabulary correctly
5. Learn the definition of central or main idea.
6. Practice using concrete strategies for identifying central or main idea.
7. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.

Standards:

Reading Literature
RL.9-10.1- Making Inferences
RL.9-10.2,-Summarizing and Theme
RI 9-10.3-Character analysis
RI.9-10.4-Determing the contextual meanings of words
Writing
W.9-10.4-clear, coherent writing, and well-organized writing appropriate to task, purpose, and audience.
Speaking and Listening
SL.9-10.1.-Initiate and participate effectively in a range of collaborative discussions

Key Terminology:
Contracted, leukemia, attorney, toll, issues, coincidence, psychological, phenomenon, deposition, pallor, transmitted,corrode, hypothesis, incidence, notion, regimen
Activities & Assessments:
Complete a KWL about industrial waste generate a list (on the board or on paper) of the information and previous knowledge your students have about this environmental issue read and listen to the introduction for A Civil Action complete the chart on the Access 1 handout, while looking at a picture of industrial waste and discuss what they think happens to soil or water when industrial waste comes in contact with it complete the chart on the Access 2 and 3 handouts discuss why polluted soil or water can have a negative effect on public health. complete the chart on the Access 4 handout listen to the audio version of the first paragraph from A Civil Action, and consider the significance of three cases of leukemia having occurred in the same neighborhood and make a prediction about what Anne might do with this information Read and annotate the excerpt discuss the questions and inferences they made while reading brainstorm how Anne and Carol might go about getting more information as well as support for finding out if polluted water is indeed the cause of the leukemia outbreak complete the Think questions use the Sentence Frames on the Access 1 and 2 handouts to support their responses to the Think questions. complete the matching exercise on the Access 1, 2, 3, and 4 handouts as they watch the video on Central or Main Idea complete the sentence frames on the Access 1 and 4 handouts as they read the definition find an online article that discusses the situation described in A Civil Action select one or more paragraphs in the article and analyze the details to determine the central or main idea. discuss the details and describe how they used the details to determine each central or main idea. use Google docs to highlight the central idea and evidence that supports the central idea. identify the main idea expressed in the first six paragraphs of the article and explain which details support the main idea.

Resources
StudySync First Read lesson on *A Civil Action*
StudySync Speaking & Listening Handbook
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)
StudySync Access 3 handout (Advanced)
StudySync Access 4 handout (Approaching)

Time Frame/Concepts & Content:
Week 7-Shading the Earth
Student Learning Expectations:
1. Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence. 2. Practice defining vocabulary words using context. 3. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of other
Standards:
<u>Reading Literature</u> RL.9-10.1- Making Inferences RL.9-10.2,-Summarizing and Theme RI 9-10.3-Character analysis RI.9-10.4-Determing the contextual meanings of words **<u>Writing</u>** W.9-10.4-clear, coherent writing, and well-organized writing appropriate to task, purpose, and audience. **<u>Speaking and Listening</u>** SL.9-10.1.-Initiate and participate effectively in a range of collaborative discussions
Key Terminology:
Eminent, fringe, hubris, mitigate, proponent, climate change,fossil fuels, curbing, CD2, emissions, improbable, fringes, mainstream , manipulating, run amok
Activities & Assessments:

Students will watch the video preview of "Shading the Earth." use their Access 1, 2, and 3 handouts to fill in the blanks of the transcript for the preview's voiceover as they watch the preview read and listen to the introduction for "Shading the Earth. generate a list of the information and previous knowledge your students have about global warming complete the Global Warming Sentence Frames on the Access 1 and 4 handouts. listen to the audio version of the excerpt from "Shading the Earth. use the Ask and Answer Questions activity on the Access 1, 2 and 4 handouts. discuss their questions and answers with their partners. Read and annotate the excerpt listen to the audio of the text and use the Text Glossary on the Access 2 complete the practice exercise on the use of colons Find uses of colons in Shading the Earth point out the technical and scientific words they found in the article and read the sentences in which those words appear and guess the meaning of the words in context watch the SyncTV video on "Shading the Earth." use the "Analyze the Discussion" guide on the Access 1 and 2 handouts to identify key points in the discussion and the evidence the students use to determine those points. discuss and complete the "Analyze the Discussion" chart on the Access 3 handout, referring back to the SyncTV video as needed to clarify their answers complete the "Analyze the Discussion" chart on the Access 4 handout by listing textual evidence cited by the students in the video complete the Think questions and then use the peer review instructions and rubric to complete two peer reviews discuss"The law of unintended consequences pushes us ceaselessly through the years, permitting no pause for perspective." –Richard Shickel
Resources
StudySync First Read lesson on "Shading the Earth" **Grammar handout: Colons** **StudySync Speaking & Listening Handbook** **StudySync Access 1 handout (Beginning)** **StudySync Access 2 handout (Intermediate)** **StudySync Access 3 handout (Advanced)**

StudySync Access 4 handout (Approaching)

Time Frame/Concepts & Content:

Week 8-Einstein's Letter to the President

Student Learning Expectations:

1. Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
2. Practice defining vocabulary words using context.
3. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
4. Practice acquiring and using academic vocabulary correctly.

Standards:

Reading Literature

RL.9-10.1- Making Inferences
RL.9-10.2,-Summarizing and Theme
RI 9-10.3-Character analysis
RI.9-10.4-Determing the contextual meanings of words

Writing

W.9-10.4-clear, coherent writing, and well-organized writing appropriate to task, purpose, and audience.

Speaking and Listening

SL.9-10.1.-Initiate and participate effectively in a range of collaborative discussions

Key Terminology:

Hitler's Nazi Party, agression, lobied, nuclear weapons,chain reactioln, concievable, entrust, manuscript, moderate

Activities & Assessments:

Students will

watch the video preview of "Einstein's Letter to the President."
use their Access 1, 2, and 3 handouts to fill in the blanks of the transcript for the preview's voiceover as they watch the preview along with their classmates
read the Introduction for "Einstein's Letter to the President."
refer to the Introduction Glossary on their Access 1, 2, 3, and 4 handouts for definitions of key vocabulary terms.
use devices to research different aspects of this period in Einstein's history, Albert Einstein, nuclear weapon development, World War II

complete the research guide sentence frames on the Access 1 and 2 handouts to guide their research complete the research guide sentence frames on the Access 1 and 2 handouts to guide their research share what they have learned about their topics discuss articles and photocopies of nuclear war, Einstein, and World War II
Resources
StudySync First Read lesson on "Einstein's Letter to the President" **StudySync Speaking & Listening Handbook** **StudySync Access 1 handout (Beginning)** **StudySync Access 2 handout (Intermediate)** **StudySync Access 3 handout (Advanced)** **StudySync Access 4 handout (Approaching)**

Time Frame/Concepts & Content:
Week 9- Review Technical Difficulties Unit
Student Learning Expectations:
Students will review literary and grammatical concepts covered during the 3rd 9wk grading period and unit Technical Difficulties. Explore background information about the creation of the atomic bomb and the price humankind paid for discovering and using this technology. Use hyperlinks to research a range of information about the creation of atomic weapons and the immediate and long-term effects of using them in war.
Key Terminology
exact , external, exploited, urgent, uninhabited, successor, hesitated, escalating, vast sums, infrastructure
Standards:
<u>Reading Literature</u> RL.9-10.1- Making Inferences RL.9-10.2,-Summarizing and Theme RI 9-10.3-Character analysis RI.9-10.4-Determing the contextual meanings of words

Writing W.9-10.4-clear, coherent writing, and well-organized writing appropriate to task, purpose, and audience. **Speaking and Listening** SL.9-10.1.-Initiate and participate effectively in a range of collaborative discussions
Activities & Assessments:
read aloud the title and Driving Question for this Blast cite examples of the long-term effects, both positive and negative, of some of the scientific and technical innovations they read about in this unit view a photograph of the effects of the atomic bomb on the city of Hiroshima Discuss how the picture represents the costs of technology. draft their initial responses to the Driving Question. Students will answer the following questions: What benefits, if any, result when we create more efficient weapons? Use the dialogue starter on their Access 1 handout to discuss the topics Do you think the benefits of the technology were worth the price? If you had been part of the Manhattan Project, would you feel the scientific gains outweighed the destruction of the Japanese cities? What price do you think everyday people paid for nuclear technology during the Cold War? Do you think the bombings of Hiroshima and Nagasaki were justified? Explore the links and complete an annotated, illustrated timeline of the Manhattan Project. Conduct review exercises via Kahoot, quizlet, and quizizz, discussions, and have an assessment on information presented in unit 3
Resources
Study Sync Text Book **StudySync Blast: The Manhattan Project** **StudySync Access 1 handout (Beginning)** **StudySync Access 2 handout (Intermediate)** **StudySync Access 4 handout (Approaching)**

Unit 4-Destiny
Enduring Understanding:

How do our interactions with those around us and with the larger world make us who we are?

Essential Question(s):

How are we shaped by the influence of others?

Time Frame/Concepts & Content:

Week 1- Plutarch

Student Learning Expectations:

1. Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
2. Practice defining vocabulary words using context.
3. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
4. Practice acquiring and using academic vocabulary correctly.

Standards:

Reading Literature
RL.9-10.1- Making Inferences
RL.9-10.2,-Summarizing and Theme
RI 9-10.3-Character analysis
RI.9-10.4-Determing the contextual meanings of words
Writing
W.9-10.4-clear, coherent writing, and well-organized writing appropriate to task, purpose, and audience.
Speaking and Listening
SL.9-10.1.-Initiate and participate effectively in a range of collaborative discussions

Key Terminology:

Parallel biographies, character, political destiny, riot, erupted, reprooved, commendation, eloquence malefactors, marred

Activities & Assessments:

Students will
read and listen to the introduction for *Plutarch's Lives and* refer to the "Introduction Glossary" on

their Access 1, 2, 3, and 4 handouts for definitions of key vocabulary terms generate a list (on the board or on paper) of the information and previous knowledge about Plutarch's life share where the origin of their previous knowledge discuss how our perceptions of historical figures may be shaped by sources other than informational texts identify other famous historical figures whose lives and/or deaths have become the subjects of stage plays or films. discuss the aspects of each person's life that makes him or her a good subject for stage or film complete the chart on the Access 1, 2, and 3 handouts that asks students to focus on Julius Caesar. complete the chart on the Access 4 handout. make predictions about the central ideas they would expect to encounter in this text. use the Annotation Guide on the Access 1 handout as they listen to and read the excerpt students listen to the audio of the text and use the definitions on the Access 2 handout to help them with words or idioms Use annotation guide 3 and 4 as the annotate the text
Resources & Materials:
StudySync First Read lesson on *Plutarch's Lives* **StudySync Speaking & Listening Handbook** **StudySync Access 1 handout (Beginning)** **StudySync Access 2 handout (Intermediate)** **StudySync Access 3 handout (Advanced)** **StudySync Access 4 handout (Approaching)**

Time Frame/Concepts & Content:
Week 2-Julius Caesar Act III-Scene II
Student Learning Expectations:
Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence. Practice defining vocabulary words using context Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others. Practice acquiring and using academic vocabulary correctly.

Standards:

Reading Literature
RL.9-10.1- Making Inferences
RL.9-10.2,-Summarizing and Theme
RI 9-10.3-Character analysis
RI.9-10.4-Determing the contextual meanings of words

Writing
W.9-10.4-clear, coherent writing, and well-organized writing appropriate to task, purpose, and audience.

Speaking and Listening
SL.9-10.1.-Initiate and participate effectively in a range of collaborative discussions

Key Terminology:

Senate, infighting, order of day, nationalism, plebeians, rendered censure extenuated coffers bequeathing,

Activities & Assessments:

Students will
watch the video preview of Julius Caesar, use their Access 1, 2, and 3 handouts to fill in the blanks of the transcript for the preview's voiceover as they watch the preview along with their classmates
read and listen to the introduction for Julius Caesar and refer to the "Introduction Glossary" on their Access 1, 2, 3, and 4 handouts for definitions of key vocabulary terms
generate a list (on the board or on paper) of the information and previous knowledge
focus on the causes and effects of Caesar's death by completing the chart on the Access 1, 2, and 3 handouts that explore the reasons behind the Senators' conspiracy to kill Caesar and the results of their actions.
brainstorm the attributes of a tyrannical leader.
listen to the audio of the text and use the definitions in the Text Glossary on the Access 2 handout to help them with words or idioms that may be unfamiliar
use the Annotation Guide on the Access 4 handout to support them as they highlight and annotate the text.

Resources & Materials:

StudySync First Read lesson on *Julius Caesar, Act III, Scene II*
StudySync Speaking & Listening Handbook
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)
StudySync Access 3 handout (Advanced)
StudySync Access 4 handout (Approaching)

Time Frame/Concepts & Content:

Week 3-Civil Peace

Student Learning Expectations:

1. Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
2. Practice defining vocabulary words using context.
3. Learn and practice strategies for correctly using semicolons.
4. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
5. Practice acquiring and using academic vocabulary correctly.

Standards:

Reading Literature
RL.9-10.1- Making Inferences
RL.9-10.2,-Summarizing and Theme
RI 9-10.3-Character analysis
RI.9-10.4-Determing the contextual meanings of words
Writing
W.9-10.4-clear, coherent writing, and well-organized writing appropriate to task, purpose, and audience.
Speaking and Listening
SL.9-10.1.-Initiate and participate effectively in a range of collaborative discussions

Key Terminology:

Essayist, controversy, elected, colonizers, broadest, biafran war, inestimable, commandeered, genuineness, disreputable,biro, rummaged, raffia bag, ferrying, fortnight, edifice, blunt, plane, Biafran pounds, windfall, innards, elevation, imperious, raise the alarm, demijohn, akara balls, dregs, egg-rasher, amendable, commiserable, destitute, ruffian, scrouge
Activities & Assessments:
watch the video preview of “Civil Peace.” use their Access 1, 2, and 3 handouts to fill in the blanks of the transcript for the preview’s voiceover as they watch the preview along with their classmates read and listen to the introduction for "Civil Peace." and have them refer to the introduction glossary on their Access 1, 2, 3, and 4 handouts for definitions of key vocabulary terms use devices to research different aspects of the history of Nigeria, focusing on the Civil War of 1967-1970 use the information provided to participate in a pre-reading discussion to get students thinking about the cultural context of "Civil Peace" read the text and make predictions about what they think each bold vocabulary word means based on the context clues in the sentence. Read and annotate the excerpt discuss the questions and inferences they made while reading uses of semicolons and review the ways writers use semicolons watch the SyncTV video on “Civil Peace.” use the Analyze the Discussion guide on the Access 1 and 2 handouts to identify key points in the discussion and the evidence the students use to determine those points. discuss and complete the chart on the Access 3 handout, referring back to the SyncTV video as needed to clarify their answers complete the Think questions and then use the peer review instructions and rubric to complete two peer reviews. use the Sentence Frames on the Access 1 and 2 handouts to support their responses to the Think questions Discuss the prompt use the sentence frames on Access 1 and 2 handouts to help them participate in the discussion write and perform the scene in which the intruders attack as a play.
Resources & Materials:
StudySync First Read lesson on "Civil Peace" **Grammar handout: Semicolons** **StudySync Speaking & Listening Handbook** **StudySync Access 1 handout (Beginning)** **StudySync Access 2 handout (Intermediate)** **StudySync Access 3 handout (Advanced)**

StudySync Access 4 handout (Approaching)

Time Frame/Concepts & Content:
Week 4-The Book Thief
Student Learning Expectations:
Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence. Practice defining vocabulary words using context. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others. Practice acquiring and using academic vocabulary correctly.
Standards:
Reading Literature RL.9-10.1- Making Inferences RL.9-10.2,-Summarizing and Theme RI 9-10.3-Character analysis RI.9-10.4-Determing the contextual meanings of words **Writing** W.9-10.4-clear, coherent writing, and well-organized writing appropriate to task, purpose, and audience. **Speaking and Listening** SL.9-10.1.-Initiate and participate effectively in a range of collaborative discussions
Key Terminology:
Nazi, foster child, Jewish, encounter, protagonist, affable, aforementioned, increment, intonation, protestation,
Activities & Assessments:
Students will watch the video preview of *The Book Thief* use their Access 1, 2, and 3 handouts to fill in the blanks of the transcript for the preview's voiceover as they watch the preview along with their classmates read and listen to the introduction for *The Book Thief*.

complete the Pre-reading Sentence Frames on the Access 1, 2, and 3 handouts about the Holocaust
read the text and make predictions about what they think each bold vocabulary word means based on the context clues in the sentence
Practice the reading comprehension strategy of visualizing by using this Think Aloud that talks them through a paragraph in the text
Read and annotate the excerpt
listen to the audio of the text and use the definitions in the Text Glossary on the Access 2 handout to help them with words or idioms that may be unfamiliar.
use the Annotation Guide on the Access 4 handout to support them as they highlight and annotate the text.
discuss the questions and inferences they made while reading.
watch the SyncTV video on *The Book Thief*.
use the Analyze the Discussion guide on the Access 1 and 2 handouts to identify key points in the discussion and the evidence the students use to determine those points.
discuss and complete the chart on the Access 3 handout, referring back to the SyncTV video as needed to clarify their answers.
complete the chart on the Access 4 handout by listing textual evidence cited by the students in the video.
complete the Think questions and then use the peer review instructions and rubric to complete two peer reviews.
use the Sentence Frames on the Access 1 and 2 handouts to support their responses to the Think questions.
use Find the Evidence on the Access 4 handout to help them identify the evidence needed to answer the questions

Resources & Materials:

StudySync First Read lesson on *The Book Thief*
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)
StudySync Access 3 handout (Advanced)
StudySync Access 4 handout (Approaching)

Time Frame/Concepts & Content:

Week 5-Night

Student Learning Expectations:

Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.

Practice defining vocabulary words using context.

Learn and practice strategies for correctly using semicolons and colons.

Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.

Practice acquiring and using academic vocabulary correctly.

Standards:

Reading Literature

RL.9-10.1- Making Inferences
RL.9-10.2,-Summarizing and Theme
RI 9-10.3-Character analysis
RI.9-10.4-Determing the contextual meanings of words

Writing

W.9-10.4-clear, coherent writing, and well-organized writing appropriate to task, purpose, and audience.

Speaking and Listening

SL.9-10.1.-Initiate and participate effectively in a range of collaborative discussions

Key Terminology:

Autobiographical, concentration camp, Birkenau, indelible, nocturnal, antechamber, crematoria, interspersed, redemption, eternity, condemned, barrack, skylights, brutality, inmates, vigor, barber, threshold, lucidity, oblivion, disinfection, colossus, ghetto

Activities & Assessments:

watch the video preview of *Night*
use their Access 1, 2, and 3 handouts to fill in the blanks of the transcript for the preview's voiceover as they watch the preview along with their classmates.
read the Introduction for *Night*
refer to the vocabulary listing on their Access 1, 2, 3, and 4 handouts for definitions of key vocabulary terms.
use devices to research different aspects of the Holocaust.
complete the chart on the Access 1, 2, and 3 handouts that provides support for their research, making sure that each group completes only the section related to the group's assigned topic.
Complete a diagram on the Holocaust
Discuss photographs of depictions from the Holocaust
participate in the research project by researching a topic on the Holocuast
complete and discuss the coordinating chart on the Access 4 handout
Discussing the quote "To forget the dead would be akin to killing them a second time."

complete think-pair-shares about questions they have about this text before they read it.
listen to the audio version of the excerpt from Night.
use the Annotation Guide on the Access 1 handout to support them as they highlight and annotate the text
discuss the questions and inferences they made while reading.
uses of semicolons and colons as explained in the handout as illustrated in Night

Resources & Materials:

StudySync First Read lesson on *Night*
StudySync "Colons" Grammar Handout
StudySync Speaking & Listening Handbook
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)
StudySync Access 3 handout (Advanced)
StudySync Access 4 handout (Approaching)

Time Frame/Concepts & Content:

Week 6-Hotel Rwanda

Student Learning Expectations:

Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.

Practice defining vocabulary words using context.

Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.

Practice acquiring and using academic vocabulary correctly..

Standards:

Reading Literature
RL.9-10.1- Making Inferences
RL.9-10.2,-Summarizing and Theme
RI 9-10.3-Character analysis
RI.9-10.4-Determing the contextual meanings of words

Writing

W.9-10.4-clear, coherent writing, and well-organized writing appropriate to task, purpose, and audience.

Speaking and Listening

SL.9-10.1.-Initiate and participate effectively in a range of collaborative discussions

Key Terminology:

Ethnic groups, civil war, screenplay, erupted, chaotic, intervention, montage, profound, refugee, registry, manipulate, enormous, monologue, shorthand, delineates, cut back and forth

Activities & Assessments:

read and listen to the introduction for *Hotel Rwanda* and refer to the "Introduction Glossary" on their Access 1, 2, 3, and 4 handouts for definitions of key vocabulary terms
Use photocopies of materials about the Rwandan genocide to discuss some of the events
use devices to research different aspects of the Rwandan genocide.
complete the Build Background chart on the Access 1, 2, and 4 handouts their assigned research topic
summarize two stories from or about people who survived the Rwandan genocide
Discuss a quote such as -When evil-doing comes like falling rain, nobody calls out 'stop!'
read the excerpt from *Hotel Rwanda.*
use the Summarizing Chart on the Access 1, 2, 3, and 4 handouts to summarize each set of scenes using their own words
listen to the audio of the text and use the text Glossary on the Access 2 handout to help with words or idioms that may be unfamiliar.
discuss the questions and inferences they made while reading
create storyboards for one of the scenes in the screenplay
complete the Think questions and then use the peer review instructions and rubric to complete two peer reviews
use the Sentence Frames on the Access 1 and 2 handouts to support their responses to the Think questions.
use Find the Evidence on the Access 4 handout to help them identify the evidence needed to answer the questions.
Watch the Concept Definition video on story structure
complete the fill--in-the--blanks exercise on the Access 1, 2, 3, and 4 handouts as they watch the video.
complete the chart on the Access 1 and 4 handouts as they read the definition. The correct answers are located at the end of this lesson plan.
work with a familiar play, television show, or movie to complete a plot chart
provide examples of their favorite books, movies and television shows in which the plot is driven by tension.
fill out the guided reading questions on the Access 1 and 2 handouts

refer to the glossary on the Access 1 handout to help them determine the meaning of difficult words
complete the identifying evidence exercise on the Access 3 handout
complete the guided reading questions on the Access 4 handout as they read.
read the Model text
think of a current event that centers on a conflict, like Hotel Rwanda.
do some brief research into the event and then write a short scene for a screenplay centering on the event.
act out a few of their original screenplays.
answer the comprehension questions to test for understanding
choose and read one of the firsthand stories from Rwanda Stories of those who survived the Rwandan genocide.
write a response in any form they are moved to write: a letter to the survivor, a poem, a story, a journal entry, etc

Resources & Materials:

StudySync Skills lesson on story structure in *Hotel Rwanda*
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)
StudySync Access 3 handout (Advanced)
StudySync Access 4 handout (Approaching)

Time Frame/Concepts & Content:

Week 7-Dover Beach

Student Learning Expectations:

Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
Practice defining vocabulary words using context.
Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
Practice acquiring and using academic vocabulary correctly..
Learn the definition of connotation and denotation.

Practice using concrete strategies for identifying connotation and denotation.

Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.

Learn the definition of character.

Practice using concrete strategies for analyzing characters and their motivations.

Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.

Standards:

Reading Literature
RL.9-10.1- Making Inferences
RL.9-10.2,-Summarizing and Theme
RI 9-10.3-Character analysis
RI.9-10.4-Determing the contextual meanings of words
Writing
W.9-10.4-clear, coherent writing, and well-organized writing appropriate to task, purpose, and audience.
Speaking and Listening
SL.9-10.1.-Initiate and participate effectively in a range of collaborative discussions

Key Terminology:

Distinctly, inspiration, port, conflicts, blanch, cadence, certitude, tranquil, tremulous, implication, cumulative, sophisticated, aroma, transition, vehicle, meditation, perpetually, vulnerability

Activities & Assessments:

read the introduction for "Dover Beach."
refer to the Introduction Glossary on their Access 1, 2, 3, and 4 handouts for definitions of key vocabulary terms.
research the setting of "Dover Beach," by finding geographical information about Dover, England, the Strait of Dover, and the famous White Cliffs of Dover
use the sentences on the Access 1, 2, and 3 handouts to guide their research
completing each sentence with facts they found.
Read and annotate the excerpt.
complete the Think questions
Sentence Frames on the Access 1 and 2 handouts to support their responses to the Think questions
Watch the Concept Definition video on connotation and denotation
complete the fill in the blanks exercise on the Access 1, 2, 3, and 4 handouts
read the definition of connotation and denotation.

complete the chart on the Access 1 and 4 handouts as they read the definition
make lists of words from familiar texts or other words they know that have denotations and connotations.
read the Model text
answer the comprehension questions
complete the Your Turn section

Resources & Materials:

StudySync First Read lesson on "Dover Beach"
StudySync Speaking & Listening Handbook
StudySync Access 1 handout (Beginning)
StudySync Access 2 handout (Intermediate)
StudySync Access 3 handout (Advanced)
StudySync Access 4 handout (Approaching)

Time Frame/Concepts & Content:

Week 8-Catch the moon

Student Learning Expectations:

Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
Practice defining vocabulary words using context.
Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
Practice acquiring and using academic vocabulary correctly.

Standards:

Reading Literature
RL.9-10.1- Making Inferences
RL.9-10.2,-Summarizing and Theme
RI 9-10.3-Character analysis
RI.9-10.4-Determing the contextual meanings of words

Writing
W.9-10.4-clear, coherent writing, and well-organized writing appropriate to task, purpose, and audience.

Speaking and Listening
SL.9-10.1.-Initiate and participate effectively in a range of collaborative discussions

Key Terminology:
Hailing, memoir, draw upon, obsessively, barrio, botched, vulgar, dismantled, vintage, decapitate,impression, acre of land, juvenile detention center, breaking and entering, motivation, flirt with danger, indulge in, senseless heights, tedious, immature, inner turmoil, cynical, impetus
Activities & Assessments:
read the introduction for "Catch the Moon." read and listen to the introduction for "Catch the Moon." refer to the introduction glossary on their Access 1, 2, 3, and 4 handouts for definitions of key vocabulary terms. Complete a KWL about judith Ortiz Cofer as well as other Puerto Rican writers read, annotate, and discuss the text discuss the questions and inferences they made while reading brainstorm a different ending to the story. Review with students the uses of colons. use the Sentence Frames on the Access 1 and 2 handouts to support their responses to the Think questions. Think questions and then use the peer review instructions and rubric to complete two peer reviews Use the Sentence Frames on the Access 1 and 2 handouts to support their responses to the Think questions. use Find the Evidence on the Access 4 handout think of a time that they went out of their way to do something for another person.
Resources & Materials:
StudySync First Read lesson on "Catch the Moon" **StudySync Speaking & Listening Handbook** **StudySync Access 1 handout (Beginning)** **StudySync Access 2 handout (Intermediate)** **StudySync Access 3 handout (Advanced)** **StudySync Access 4 handout (Approaching** **StudySync Skills lesson on character in "Catch the Moon"** **StudySync Access 1 handout (Beginning)** **StudySync Access 2 handout (Intermediate)**

StudySync Access 3 handout (Advanced) **StudySync Access 4 handout (Approaching)**

Time Frame/Concepts & Content:
Week 9-Review Information in Unit 4 Human Connection- Blast I Need You/You Need Me
Student Learning Expectations:
Explore background information about human collaboration, from local efforts to international ones. Research using hyperlinks to a range of information about collaboration, including audio, video, images, and text. Review information gained during the 9wk period Complete a cumulative writing assignment 9wk assessment
Standards:
<u>Reading Literature</u> RL.9-10.1- Making Inferences RL.9-10.2,-Summarizing and Theme RI 9-10.3-Character analysis RI.9-10.4-Determing the contextual meanings of words **<u>Writing</u>** W.9-10.4-clear, coherent writing, and well-organized writing appropriate to task, purpose, and audience. **<u>Speaking and Listening</u>** SL.9-10.1.-Initiate and participate effectively in a range of collaborative discussions
Key Terminology:
Accompany, dsplace, infrastructure, restore, route, schedule, terminate, vehicle, via,widespread, rebellion, assuredly, traitors, quarrelling, bundle, cleric, reinforcing

Activities & Assessments:
read aloud the title and driving question for this Blast.-Why is human interaction key to survival? view a photograph of students working together Discuss how the picture represents the concept of collaboration draft their initial responses to the driving question. read the Blast background to provide context for the essential question. refer to the Blast Glossary on their Access 1 and 2 handouts Complete the fill-in-the-blank summary of the background provided on their Access 4 handout Discuss How would you define *collaboration*?What made the thirteen British colonies stronger together than they were individually?Benjamin Franklin, John Donne, and the father in the ancient fable represent three different cultures and three different historical eras. Yet all echo the same idea about strength in union,What does this tell you about that idea? How do you think John Donne would react if he knew a 21st-century band had written a pop song based on his work? compare and contrast the 17th and 21st century lyrics at both the links titled "No Man Is an Island." Do you think the contemporary song accurately expresses the theme of Elizabethan prose? explore "Collaboration in History" and "Collaboration in Dance." What happened during the Cuban Missile Crisis? How does the Pedro Ruíz dance project comment on the Cuban Missile Crisis? Why is it important for nations to collaborate? read the blog post at the link "Collaboration in International Relations." and How does this blog post relate to the information you read, viewed, and listened to at the link "Collaboration in History" As students explore the links, have them write an account of a really successful and interesting collaboration they were involved in
Resources & Materials:
StudySync Blast: I Need You, You Need Me **StudySync Access 1 handout (Beginning)** **StudySync Access 2 handout (Intermediate)** **StudySync Access 4 handout (Approaching)**