

The following CCSS’s are embedded throughout the trimester, present in all units applicable:

RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

S.L.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on page 54 for specific expectations.)

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely-related independent clauses; b) use a colon to introduce a list or quotation; c) spell correctly.
L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit/Essential Question(s)	CCSS	Learning Targets	Resources/Mentor Texts	Assessment
<p>Writing Workshop Informative Writing How do I write with authority about what I know? How do I get others to care about what I think is important?</p>	<p>W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., fig-</p>	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s),</p>	<p>“Columbine: Whose Fault Is It?” by Marilyn Manson (open letter) persuasive Selected Columns by Leonard Pitts (“Cruel as it is, We go on”) (news column, opinion) “Totally, Like Whatever” by Taylor Mali (poem) persuasive</p>	<p>Formative Assessments: Annotation of Mentor Text Author Purpose Analysis Writing Qualities Protocol RADAR revision activity, one on one conference on rough draft, one on one conference on revision, multiple Quickwrites (Genre Study prompt-driven writing), Sentence Imitation, Sentence Combination, Lead/Conclusion Revision Activity, Top Twenty Grammar Errors Summative Assessment:</p>

	<p>ures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications</p>	<p>counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write</p>	<p>Selected Columns by Rick Reilly (“The Citadel”) news column, opinion, informative</p> <p>“Innocents Lost” source: LA Times, informative, article</p> <p>“Redefining Success” by Sarah Kay</p> <p>“Silence about what matters is not golden” by Leonard Pitts –persuasive</p> <p>“Gamers to the End” by Rick Reilly -informative</p> <p>“Where are the people of color in children’s books?” by Walter Dean Myers –persuasive</p> <p>“Indian Education” by Sherman Alexie - narrative</p>	<p>Rough Draft, Evidence of Revision, Self-reflective commentary on sentence imitation, sentence combination, Final Published Text, Written Self-Reflection</p>
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		<p>informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the</p>		
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		<p>topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection,</p>		
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		<p>and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
Unit/Essential Questions	CCSS	Learning Targets	Resources/Mentor Texts	Assessment
This is a literature analysis unit revolving	RL.9-10.1: Cite strong and thorough	RL.9-10.1: I can define textual evidence. I can	Primary: <i>Copper Sun</i> by Sha-	Formative Assessments:

<p>around Sharon Draper's <i>Copper Sun</i>. Students will be asked to consider the social/historical context of the novel when it was published and now, and they will connect the ideas/themes in this novel to world events today. What was the reality of the slave trade? How do individuals survive adverse conditions?</p>	<p>textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and</p>	<p>define inference and explain how a reader uses textual evidence to reach a logical conclusion. I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. I can analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. RI.9-10.2: I can define central idea. I can analyze how specific details developed over the course of a text shape and refine a central idea. I can compose an objective summary stating the key points of the text without adding my own opinions or feelings. RI.9-10.3: I can determine the overall analysis, ideas, or events being conveyed by an author. I can analyze how a text unfolds and determine the impact that the order, development, and/or</p>	<p>ron Draper Linking: Article(s) of the Week: current events, informational text <i>Slavery: A 21st Century Evil, selected episodes</i>, Television documentary "The Slave Auction" by Frances Ellen Watkins Harper Selected poetry of Phyllis Wheatley "Harlem" by Langston Hughes Selected performance poems from Brave New Voices <i>selected historical/political documents related to the American Revolution/Transatlantic slave trade</i></p>	<p>Topic Research (frontloading prior knowledge), Chapter Response Reading Log, Protocol Discussion, Short Answer Theme Analysis, Can Clay Derby be Saved? debate, Where's the Trouble Plot Analysis activity, Making Inferences Activity, Character/Situation Dramatic Role-playing, Poetry Theme Analysis, Found Poetry, Narrative Flip-Flop Activity, Article of the Week Summative Assessments: weekly written response, grammar/sentence structure analysis Essay: Theme Analysis, Author Intent Analysis, Author Point of View Analysis</p>
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	<p>tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>connections between points have on the reader.</p> <p>RI.9-10.4: I can define and identify various forms of figurative language. I can distinguish between literal language and figurative language I can recognize the difference the difference between denotative meaning and connotative meaning. I can recognize words that have technical meaning and understand their purpose in a specific text. I can analyze how specific word choices build upon one another to create a cumulative impact on the overall meaning and tone of text.</p> <p>RI.9-10.5: I can identify particular sentences, paragraphs, or larger portions of a text that support an author's ideas or claims. I can analyze and explain how the role or particular sentences, paragraphs, or larger portions of a text helps to develop and refine the author's ideas or claims.</p>		
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		RI.9-10.6: I can define point of view as how the author feels about the situation/topic of text. I can determine an author's point of view and explain his/her purpose for the writing the text. I can define rhetoric. I can identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose.		
Unit/Essential Questions	CCSS	Learning Targets	Resources/Mentor Texts	Assessments
<p>This is a literature analysis unit revolving around F. Scott Fitzgerald's <i>The Great Gatsby</i>. Students will be asked to consider the social/historical context of the novel when it was published and now, and they will connect the ideas/themes in this novel to world events today.</p> <p>What is the nature of the American Dream? How do class differences impact people?</p>	<p>RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or</p>	<p>RL.9-10.1: I can define textual evidence. I can define inference and explain how a reader uses textual evidence to reach a logical conclusion. I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. I can analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.</p> <p>RI.9-10.2: I can define central</p>	<p>Primary: <i>The Great Gatsby</i> by F. Scott Fitzgerald Linking: Article(s) of the Week: current events, informational text <i>Undercover Boss "Igor"</i>, Television <i>Park Avenue: Money, Power, and the American Dream</i>, documentary, online</p> <p>F. Scott Fitzgerald: <i>An American Dreamer</i>, History Channel biography, film selected historical/political documents</p>	<p>Formative Assessments: East/West Egg Hunt (frontloading prior knowledge), Chapter Response Reading Log, Protocol Discussion, Short Answer Theme Analysis, Blame Graph Activity, Where's the Trouble Plot Analysis activity, Making Inferences Activity, Character/Situation Dramatic Role-playing, 1920's culture/history/politics research, Article of the Week</p> <p>Summative Assessments: weekly written response, grammar/sentence structure analysis Essay: Theme Analysis, Author Intent Analysis, Author Point of View Analysis</p>

	<p>events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>idea. I can analyze how specific details developed over the course of a text shape and refine a central idea. I can compose an objective summary stating the key points of the text without adding my own opinions or feelings.</p> <p>RI.9-10.3: I can determine the overall analysis, ideas, or events being conveyed by an author. I can analyze how a text unfolds and determine the impact that the order, development, and/or connections between points have on the reader.</p> <p>RI.9-10.4: I can define and identify various forms of figurative language. I can distinguish between literal language and figurative language I can recognize the difference the difference between denotative meaning and connotative meaning. I can recognize words that have technical meaning and understand their purpose in a specific text. I can analyze how</p>	<p>related to 1920's</p>	
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		<p>specific word choices build upon one another to create a cumulative impact on the overall meaning and tone of text.</p> <p>RI.9-10.5: I can identify particular sentences, paragraphs, or larger portions of a text that support an author's ideas or claims. I can analyze and explain how the role or particular sentences, paragraphs, or larger portions of a text helps to develop and refine the author's ideas or claims.</p> <p>RI.9-10.6: I can define point of view as how the author feels about the situation/topic of text. I can determine an author's point of view and explain his/her purpose for the writing the text. I can define rhetoric. I can identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose.</p>		
<p>*The final unit may be a choice literature unit that follows the same standards or an additional writing workshop unit that follows the curriculum standards outlined above.</p>				