

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.

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
	<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 theme or central idea of a text and analyze in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL.9-10.3: Analyze how complex characters (e.g.,</p>	<p>RL. 9-10.1 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>The Odyssey by Homer (Prentice Hall Literature Gold),</p> <p>Introduction to Greek Mythology background (informational text),</p> <p>Big Ideas, Themes, Motifs, and Symbols in The Odyssey (PowerPoint), Hero, Myth,</p>	<p>Formative: reading logs, daily written responses to the literature, reader response, English journal entries, class discussion, study questions, summaries, pre-reading research, Venn diagrams, literary devices and figurative language charts, plot and time charts, essay planning forms, small group and whole group</p>

	<p>those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop a theme.</p> <p>RL.9-10.7: Analyze various accounts of a subject in different mediums (e.g., a person’s life story told both print and multimedia), determining which details are emphasized in each account.</p> <p>W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.9-10.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>L.9-10.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>	<p>RL. 9-10.2 I can define theme. I can analyze plot to determine a theme. I can determine how specific details in the text reveal and continually refine a theme. I can define summary and compose an objective summary stating the key points of the text without adding my own opinions or feelings.</p> <p>RL.9-10.3: I can identify and explain the role of complex characters in a text. I can analyze how complex characters develop over the course of a text. I can analyze how characters develop through their interactions with others. I can analyze how complex characters advance the plot of a text and/or contribute to the development the theme.</p> <p>RL.9-10.7: I can determine what is emphasized or absent in each artistic medium. I can analyze the impact of a particular subject or key scene from another artistic medium.</p> <p>W.9-10.9: I can define textual evidence. I can determine textual evidence that supports my analysis, reflection, and/or research. I can compose written responses and included textual evidence to strengthen my analysis, reflection, and/or research.</p> <p>SL.9-10.3 I can define point of view as how the speaker feels about the situation/topic being presented. I can identify when a speaker uses evidence</p>	<p>Legend and Why Study Mythology? notes (PowerPoint),</p> <p>“Die Walkure” song by Richard Wagner, Words from Mythology, warm up journal entries,</p> <p>The Hero’s Journey notes (PowerPoint), The Hero’s Journey Monomyth video clip (YouTube), The Hero’s Journey video clip (YouTube),</p> <p>The Clash of the Gods DVD, Christmas Hero Monomyth example, Hero with a Thousand Faces,</p> <p>The Greek Family Tree, Zeus and His Family (informational text),</p> <p>The Olympian Gods notes (PowerPoint), Great Gods Crossword,</p> <p>relationships essay,</p> <p>The Odyssey WebQuest, god and goddess informational video clips (YouTube),</p> <p>The Odyssey background and concept notes (PowerPoint), Trojan War</p>	<p>discussions, epic hero analysis forms</p> <p>Summative:</p> <ol style="list-style-type: none"> 1. The Odyssey unit test 2. Write a poem or prose narrative about a journey you or someone you know has taken, using epic similes, epithets, and allusions. 3. Write an informative/explanatory essay in which you describe how Odysseus (or a contemporary soldier from another reading), exhibits the characteristics of an epic hero. State your thesis clearly and include at least three pieces of evidence to support it. 4. Write an informative/explanatory essay in which you compare the treatment of the theme of heroism in The Odyssey with its treatment in one of the contemporary nonfiction accounts. State your thesis clearly and indicate at least three pieces of evidence to support it. 5. Select a one-minute passage from The Odyssey and recite it from memory. Include an introduction that states: a) What the excerpt is, b) Who wrote it, c) Why it is significant as an example of an important literary tradition. 6. Write an argumentative
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