10th Grade	Quarter 1 Curriculum Map	Weeks 1-9

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,
- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 3).

The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including the instructional shifts.

How to Use the Curriculum Maps

The curriculum map is meant to **support effective planning and instruction**; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely "cover the curriculum," but rather to "uncover" it by developing students' deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making bring instructional materials to life in the classroom. To this end, the curriculum map should be viewed as a *guide,* not a *script*, and teacher should work to become experts in teaching and adapting the curriculum to meet the needs of their students.

Curriculum maps outline the content and pacing for each grade and subject. For the 2017-18 school year, the curriculum maps will be based on a variety of curriculum resources intentionally selected to meet the demands of the TN State Standards and instructional shifts. In addition to the district-adopted textbook, units from LA Believes and LearnZillion will be included in the maps to supplement the current curriculum with deep, topic-driven units that include strong anchor texts and text sets that build knowledge that supports comprehension of grade-level text. Also, the HS English Companion Guide outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the curriculum maps. A few key practices are highlighted in the Companion Guide:
- It is critical that teachers not only prepare to deliver *lessons*, but also prepare to teach from a variety of sources. The HS English Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation.
- HS maps include many links to support instruction, and some instructional materials are digital. Teachers will be able to work more efficiently if they use the maps virtually.
- All HS maps have a section explaining the Culminating Task within the introduction of the unit. Teachers should always keep in mind that the end goal of the unit is the culminating task, so any efforts made to scaffold instruction should be in an effort to further prepare students to be able to complete the culminating task successfully.
- The HS English Companion Guide also outlines a "text talk" process for teachers to read the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning. These text talks are particularly essential in the first year teaching any text.
- The HS English Companion Guide emphasizes that literacy instruction should *integrate* the elements of literacy instruction, so that reading, writing, speaking, listening, and language instruction work together for students to make meaning of texts and express their understanding.

10th Grade	Quarter 1 Curriculum Map	Weeks 1-9

Guidance for ELA Lessons and Units

One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. In order for our students to meet the literacy demands of the Standards, our students should be reading and discussing text daily. Teachers are encouraged to build structures and protocols into instruction that support student-driven explorations of text and discussions of content. Writing should be an extension of discussion so that students may record thinking or explain thinking. This may be done formally or informally, on graphic organizers or in journals, as a quick response or an extended response. The more authentic the writing experience, the more students will build knowledge while processing the text and discussion.

The curriculum map provides resources to make sure students have these opportunities. Content is divided into units of study, and some units combine to create a larger module, depending on the resource used for the curriculum. Units are organized by week to help teachers align Standards and objectives, which are labeled as "Learning Targets." Each week in the map is divided into lessons; however, not all weeks have five lessons. The expectation is that teachers complete all the lessons of the week within that week, but pacing may vary depending on the needs of the students. Therefore, "flex" time has been added to allow teachers to extend critical learning opportunities and to accommodate various scheduling needs.

Guidance on Assessments and Tasks

Instructional strategies have been thoughtfully matched to learning targets and student outcomes included in the maps. Almost all of the chosen strategies come from one of the following reliable sources.
- LearnZillion Guidebooks 2.0 (www.scsk12.learnzillion.com)
- Facing History and Ourselves Teaching Strategies
- EL Education Protocols

Teachers are reminded that instruction and assessments must be aligned to TN State Standards. This includes writing assessments. For state-approved writing rubrics for the 2017-2018 school year, click here: https://www.tn.gov/education/assessment/tcap-writing-rubrics.html

Daily instruction helps students read and understand text and express that understanding. Within the maps, **daily tasks** have been provided to help students prepare to successfully complete a culminating task. With proper scaffolding, collaboration and discussion with peers, and teacher modeling, students should have enough practice through the daily tasks to be prepared for the culminating task

The **culminating task** expects students to consolidate their learning and demonstrate mastery of Standards taught in previous lessons. Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

To assess mastery at a deeper level of understanding, students may also complete **cold-read tasks**. Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit.

Some units include an **extension task**. Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus..

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

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

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

In our ELA classrooms, students will:

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

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

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

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

ELA Coaching Guide
The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration. The 2017-18 Coaching Guide can be **found here.** The Coaching Guide is based on the Instructional Practice Guide from Achieve the Core.

HS ELA Resource Toolkit			
Literacy Shifts	**Reading**	**Writing**	**Speaking and Listening**
- College- and Career-Ready Shifts in ELA / Literacy - Key Shifts in ELA - Using Evidence From the Text - Evidence Sentence Starters - Reading Complex Text - Close Reading - Text Complexity and Vocabulary Analysis - Close Reading Poetry - Determine a Deeper meaning of the text - How do the materials support all learners?	- Word Choice and Tone - Reading with Purpose and understanding - Reading with accuracy, rate, and expression - Annotating Text - Jigsaw - Notice and Note Signposts - SOAPstone - TP-CASST - Reading Log	- Opinion Writing - Argumentative Writing - Informational Writing - Narrative Writing - Parts of Speech - Verb and Pronoun Agreement - Capitalization and Punctuation - Sentence Structure - Tenses - Word Choice and Stone - Research Skills - Transitions	- Discussion Reflection - Reading with accuracy, rate, and expression - Conversation Guide - Evidence Sentence Starters - Accountable Talk - Gallery Walk - Philosophical Chairs Debate - Student-led Discussions (Socratic Seminar, Fishbowl)
Language	**Vocabulary**	**Scaffolding**	**Differentiation**
- ACT Knowledge of Language Standards and Conventions of Standard English Grammar, Usage, and Punctuation 11th Grade Language Standard Expectations: - Grammar – Parts of Speech: - Grammar – Subject/Verb and Pronoun/Antecedent Agreement: - Grammar – Capitalization and Punctuation: - Grammar – Sentence Structure: - Grammar – Tenses: - Grammar – Word Choice, Tone, Style:	15 Free Resources for Teaching High Frequency Vocabulary (TESOL) - Adlit.org – Improving Literacy Instruction in the Classroom - Vocabulary Based Activities for the High School Classroom - NEA Spelling and Vocabulary for Grades 9-12 - Edutopia: Tips for Teaching Vocabulary - Effective Strategies for Teaching Vocabulary - Teaching Vocabulary Skills - Paper: Effective Vocabulary Instruction	- Writing and Grammar Interventions - Using Evidence from the Text - Research Skills - Reading with Purpose and Understanding - Reading with Accuracy, Rate, and Expression - Teaching Vocabulary in Context 20 Vocabulary Lesson Ideas - Complete ACT Grammar and Punctuation Rules - Grammar Exercises at MyEnglishGrammar - GrammarBook.com – English Grammar Rules - Merriam Webster: 8	- Writing and Grammar Interventions - Using Evidence from the Text - OTHER/ESL: Duolingo - ESL/ELL Resources to Succeed in School 50 Essential Sources for ESL Students 43 Excellent Resources for ESL Students - Reading Rockets – Teaching Vocabulary - Grammar Alive: pdf book text (includes resource for non-native speakers) - Perfect English Grammar

• **Basic Grammar Guide** • **Capella University – Grammar Handbook** • **Grammar Alive – pdf book text** • **Purdue Writing Lab – Grammar Exercises** • **Grammar Exercises at ChompChomp** • **Merriam Webster Online Dictionary** • **Merriam Webster – Word of the Day** • **Merriam Webster – Grammar Check**	• **Paper: A "word" about Vocabulary Considerations Packets**	**Grammar Terms You Knew But Forgot** • **Basic English Grammar Rules with Example Sentences**	
Intervention/ Remediation	**ACT/ PSAT**	**State and District Resources**	**Other Resources**
• **RTI** • **Student Supports** • **Dropout Prevention** • **Remediation Strategies**	• **TDOE ACT and SAT Resources –** • **ACT Standards Connections** • **ACT ELA Readiness Writing Standards** • **ACT Reading Standards** • **ACT English Standards** • **ACT/SAT Prep** • **Khan Academy-SAT** • **Official ACT Practice Tests** • **Power Score** • **SAT Connections-** • **SAT Teacher Implementation Guide**	• **State Standards** • **State Blueprint** • **Writing Rubrics** • **TNReady Assessment**	• **Edugoodies** • **Clever** • **Learnzillion Resources** • **Discovery Education** • **Schoology** • **TedED** • **Classroom Management** • **Edutopia**

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

Social Emotional Learning

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

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

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

Grade 10	Unit Title	9 Weeks
Unit Overview		
Students engage with texts that have persuasive power and examine how argument is created. The variety of texts allows students to evaluate the impact of occasion and audience upon the use of rhetorical appeals in a variety of media. Through this set, students will come to understand the immeasurable power of words and language and develop an understanding of the subtle yet important differences between argument, persuasion, and propaganda.		
Essential Questions:		
• How are arguments created? • How can the occasion, audience, and use of rhetorical appeals impact the message of a text? • How can rhetoric be a source of power for speakers?		

Anchor Text	Qualitative Analysis of Anchor Text
• "What is Rhetoric?" Brigham Young University (Informational), 1390L	Anchor Text Complexity Analysis • Meaning: Slightly Complex • Text Structure: Slightly Complex • Language Features: Exceedingly Complex • Knowledge Demands: Very Complex While this text is shorter in length, there are sections of the text that may be particularly challenging for 10th grade students. The text has a number of complex sentences and unfamiliar vocabulary that will need to be addressed through instruction.

Related Texts/Anchor Text Connections

 Build Knowledge: **The texts (print and non-print) listed below build student knowledge around the topic (Rhetoric, Language, etc.) to make the anchor text accessible for students.**

Nonprint Texts (Fiction or Nonfiction)
• "Ethos, Pathos, Logos," Krista Price (Video)
• "Rachel Carson's Silent Spring," PBS (Video)

Make Connections: **The texts listed below provide students with the opportunity to analyze multiple texts for common messages/puposes, make thematic connections across texts, and prepare for the End-of-unit assessment.**

Literary Text:
• Chapter 14 of The Jungle, Upton Sinclair

Informational Texts:
• "The Most Dangerous Job" from *Fast Food Nation*, Eric Schlosser

- "Address to Congress on Women's Suffrage," Carrie Chapman Catt
- "Thoughts on the Present State of American Affairs," from *Common Sense*, Thomas Paine
- "A Fable for Tomorrow" from *Silent Spring*, Rachel Carson
- "Speech to the Second Virginia Convention," Patrick Henry
- "Does Great Literature Make Us Better?" Gregory Currie
- "Reading Literature Makes Us Smarter and Nicer," Annie Murphy Paul
- "The Matthew Effect" from *Outliers*, Malcolm Gladwell
- "It's Not Talent; It's Just Work," Annie Dillard

Nonprint Texts (Fiction or Nonfiction)
- "Pearl Harbor Address to the Nation," Franklin D. Roosevelt (Audio)
- World War II Propaganda Posters

End-of-Unit Assessment:

In "What Is Rhetoric?" the author says, "How one says something conveys meaning as much as what one says." Consider the texts in this unit and determine which text most effectively employs the resources of language to achieve a desired effect on the intended audience. Write an essay that analyzes how the author uses rhetoric to advance a point of view or achieve a purpose. Discuss as part of the analysis how the author unfolds the series of ideas or events and the effect of specific word choices on meaning and tone. Also consider and discuss what makes the other texts less effective examples of the use of rhetoric. Cite strong and thorough textual evidence from multiple texts to support the analysis.

Unit Outcomes: Grade Level Standards Addressed

Instructional Focus
Reading: Literature
9-10.RL.KID.1, 9-10.RL.KID.2, 9-10.RL.CS.4, 9.RL.RRTC.10
Reading: Informational Texts
9-10.RI.KID.1, 9-10.RI.KID.2, 9-10.RI.KID.3, 9-10.RI.CS.4, 9-10.RI.CS.5, 9-10.RI.CS.6, 9-10.RI.IKI.7, 9-10.RI.IKI.8, 9-10.RI.IKI.9
Language
9-10.L.CSE.1, 9-10.L.CSE.2, 9-10.L.KL.3, 9-10.L.VAU.4, 9-10.L.VAU.5, 9-10.L.VAU.6
Speaking and Listening
9-10.SL.CC.1, 9-10.SL.CC.3, 9-10.SL.PKI.4, 9-10.SL.PKI.5, 9-10.SL.PKI.6
Writing
9-10.W.TTP.1, 9-10.W.TTP.2, 9-10.W.PDW.4, 9-10.W.PDW.5, 9-10.W.PDW.6, 9-10.W.RBPK.7, 9-10.W.RBPK.9, 9-10.W.RW.10

August 12, 2019-August 16, 2019

August 12, 2019	Instructional Plan

Flex Day

Teachers may use this time to:
- Build classroom community using student data
- Focus on components of SEL.
  - What is SEL?
  - SEL in HS ELA Instruction
  - Sample Teaching Activities to Support the Core Competencies of SEL
  - Social Emotional Learning
- Practice close reading using LZ mini lessons found here.
- Review and discuss summer reading assignments
  - Sample Questions for discussion (questions may vary or become more detailed based on the specific text):
    - What is the central idea of the text? How is it developed?
    - What is the structure of the text? How does it impact the meaning of the text?
    - Who are the main characters? How do they interact over the course of the text? How does this impact meaning?
    - What major events or details contribute to the overall meaning.
    - Why did the author write this text? How is the purpose developed?

August 13, 2019	Instructional Plan

Flex Day

Teachers may use this time to:
- Build classroom community using student data
- Focus on components of SEL.
  - What is SEL?
  - SEL in HS ELA Instruction
  - Sample Teaching Activities to Support the Core Competencies of SEL
  - Social Emotional Learning
- Practice close reading using LZ mini lessons found here.
- Review and discuss summer reading assignments
  - Sample Questions for discussion (questions may vary or become more detailed based on the specific text):
    - What is the central idea of the text? How is it developed?
    - What is the structure of the text? How does it impact the meaning of the text?
    - Who are the main characters? How do they interact over the course of the text? How does this impact meaning?
    - What major events or details contribute to the overall meaning.
    - Why did the author write this text? How is the purpose developed?

August 14, 2019	Instructional Plan

	Flex Day
	
	Teachers may use this time to:
	• Build classroom community using student data
	• Focus on components of SEL.
	 o What is SEL?
	 o SEL in HS ELA Instruction
	 o Sample Teaching Activities to Support the Core Competencies of SEL
	 o Social Emotional Learning
	• Practice close reading using LZ mini lessons found here.
	• Review and discuss summer reading assignments
	 o Sample Questions for discussion (questions may vary or become more detailed based on the specific text):
	  ▪ What is the central idea of the text? How is it developed?
	  ▪ What is the structure of the text? How does it impact the meaning of the text?
	  ▪ Who are the main characters? How do they interact over the course of the text? How does this impact meaning?
	  ▪ What major events or details contribute to the overall meaning.
	  ▪ Why did the author write this text? How is the purpose developed?

August 15, 2019	Instructional Plan

	Teachers may use this time to:
	• Build classroom community using student data
	• Focus on components of SEL.
	 o What is SEL?
	 o SEL in HS ELA Instruction
	 o Sample Teaching Activities to Support the Core Competencies of SEL
	 o Social Emotional Learning
	• Practice close reading using LZ mini lessons found here.
	• Review and discuss summer reading assignments
	 o Sample Questions for discussion (questions may vary or become more detailed based on the specific text):
	  ▪ What is the central idea of the text? How is it developed?
	  ▪ What is the structure of the text? How does it impact the meaning of the text?
	  ▪ Who are the main characters? How do they interact over the course of the text? How does this impact meaning?
	  ▪ What major events or details contribute to the overall meaning.
	  ▪ Why did the author write this text? How is the purpose developed?

August 16, 2019	Instructional Plan

	Teachers may use this time to:
	• Build classroom community using student data
	• Focus on components of SEL.
	    o What is SEL?
	    o SEL in HS ELA Instruction
	    o Sample Teaching Activities to Support the Core Competencies of SEL
	    o Social Emotional Learning
	• Practice close reading using LZ mini lessons found here.
	• Review and discuss summer reading assignments
	    o Sample Questions for discussion (questions may vary or become more detailed based on the specific text):
	        ▪ What is the central idea of the text? How is it developed?
	        ▪ What is the structure of the text? How does it impact the meaning of the text?
	        ▪ Who are the main characters? How do they interact over the course of the text? How does this impact meaning?
	        ▪ What major events or details contribute to the overall meaning.
	        ▪ Why did the author write this text? How is the purpose developed?

Week 2 August 19, 2019- August 23, 2019

Instructional Focus

Reading: Literature

9-10.RL.KID.2	Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
9-10.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.

Reading: Informational Texts

9-10.RI.KID.2	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
9-10.RI.KID.3	Analyze how an author presents and develops key ideas and events to impact meaning.
9-10.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.

Language

9-10.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies. A. Use context as a clue to the meaning of a word or a phrase. B. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. C. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. D. Use etymological patterns in spelling as clues to the meaning of a word or phrase.

Speaking and Listening

9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Writing

9-10.W.TTP.2	Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. C. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. D. Provide a concluding statement or section that follows from and supports the information or explanation presented. E. Use appropriate formatting, graphics, and multimedia to aid comprehension. F. Use precise language and domain-specific vocabulary to manage the complexity of the topic. G. Establish and maintain a formal style and objective tone.
9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1-3 above.)
9-10.W.RBPK.7 new	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a understanding of the subject under investigation.
9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.
9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Lesson 1	Instructional Plan
High Quality Text(s):	Guiding Question: What is Rhetoric?

"What is Rhetoric?" by Gideon Burton Materials: https://scsk12.learnzillion.com/lesson_plans/ 12321-lesson-1-summarizing-an- informational-text/additional- materials/additional-materials?card=109418 • Vocabulary Log • Reader Response Journal • Highlighters	Learning Target: • Read and summarize informational text. (9-10.RI.KID.2) • Determine the meaning of vocabulary words in context. (9-10.RI.CS.4, 9-10.L.VAU.4) Agenda: • Students will engage in the following lesson that provides them with the opportunity to close read a piece of informational text and summarize the central ideas. (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Lesson 1 -- https://scsk12.learnzillion.com/lesson_plans/12321-lesson-1-summarizing-an-informational-text Text Dependent/Specific Questions: **Slide 7** • What are the central ideas of this section? • What details does the author use to develop the central idea? **Slide 8** • What is rhetoric? Daily Writing Practice: As detailed on slide 9, students write a summary of the text in their reader response journal.
Lesson 2	**Instructional Plan**
High Quality Text(s): **"What is Rhetoric?" by Gideon Burton** Materials: https://scsk12.learnzillion.com/lesson_plans/ 12322-lesson-2-summarizing-an- informational-text/additional- materials?card=102739 • Vocabulary Log • Reader Response Journal • Highlighters	Guiding Question: What is Rhetoric? Learning Target: • Read and summarize informational text. (9-10.RI.KID.2) • Determine the meaning of vocabulary words in context. (9-10.RI.CS.4, 9-10.L.VAU.4) Agenda: • Students will engage in the following lesson that provides them with the opportunity to close read a piece of informational text and summarize the central ideas. (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

	• Lesson 2 -- https://scsk12.learnzillion.com/lesson_plans/12322-lesson-2-summarizing-an-informational-text Text Dependent/Specific Questions: **Slide 7** • What are the central ideas of this section of the text? Daily Writing Practice: As outlined on slide 8, students add information to their summary based on their reading from the day.
Lesson 3	**Instructional Plan**
High Quality Text(s): **They Say, I Say: The Moves that Matter in Academic Writing by Gerald Graff and Cathy Birkenstein** **Materials:** https://scsk12.learnzillion.com/lesson_plans/12323-lesson-3-the-art-of-summarizing-and-differentiating-between-persuasion-propaganda-and-argument/additional-materials • Reading Response Journal • Vocabulary Log • Chart Paper • Markers • Differentiating between Argument, Persuasion, and Propaganda Handout • Argument, Persuasion, Propaganda	Guiding Question: What is rhetoric? What is the difference between argument, persuasion, and propaganda? Learning Target: • Collaborate to revise a summary. (9-10.W.TTP.2) • Differentiate between argument, persuasion, and propaganda. (9-10.RI.KID.2) Agenda: Students engage in the following lesson that provides them with the opportunity to revise their writing based on the reading on an information text and differentiate between argument, persuasion and propaganda. • This lesson references several pages from the text, *They Say, I Say*. **The page numbers for the document linked in this map are slightly different than what is outlined on slide 5. Page numbers are as follows: On the One Hand-page 31, On the Other Hand- page 33, and Signal Verbs- page 38.** (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Lesson 3- https://scsk12.learnzillion.com/lesson_plans/12323-lesson-3-the-art-of-summarizing-and-differentiating-between-persuasion-propaganda-and-argument/ Text Dependent/Specific Questions: **Slide 5** • What are the central ideas from this section of the text? Daily Writing Practice: As outlined on slide 7. Students revise their summaries based on the reading of the informational text.
Lesson 4	**Instructional Plan**

| High Quality Text(s):

"Ethos, Pathos, Logos" – Video

Materials:
https://scsk12.learnzillion.com/lesson_plans/12324-lesson-4-rhetorical-appeals-ethos-logos-and-pathos/additional-materials?card=102753
• Unit Graphic Organizer
• Reader Response Journal
• Roots Graphic Organizer | Guiding Question: What is the difference between the different forms of rhetoric? How do speakers appeal to their audience?

Learning Target:
• Study three rhetorical appeals: ethos, logos, and pathos. (9-10.RI.KID.2)
• Revise summaries to include information about the types of appeals. (9-10.W.TTP.2)

Agenda:
• Students engage in the following lesson that guides them through understanding the three rhetorical appeals. (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

• Lesson 4 -- https://scsk12.learnzillion.com/lesson_plans/12324-lesson-4-rhetorical-appeals-ethos-logos-and-pathos?card=102753

Text Dependent/Specific Questions:
Slide 6
• What does "ethos" mean? What words in the English language sound similar to "ethos"?
Slide 7
• What does "logos" mean? What words in the English language sound similar to "logos"?
Slide 8
• What does "pathos" mean? What words in the English language sound similar to "pathos"?
Slide 9
• What advertisements have you seen that contain examples of ethos, pathos, and logos?

Daily Writing Practice:
As outlined on slide 10, students revise their summaries in their Reader Response Journal to include definitions, meanings, and origins or ethos, pathos, and logos and examples of use in advertisements. |
| **Lesson 5** | **Instructional Plan** |

High Quality Text(s): **"What is Rhetoric?" by Gideon Burton** **"Ethos, Pathos, Logos" -- Video** Materials: https://scsk12.learnzillion.com/lesson_plans/ 12325-lesson-5-generating-a-research-question/additional-materials?card=102760 • Selecting a Topic Handout • Narrowing a Topic Handout • Index Cards	Guiding Question: What makes a great research topic? Learning Target: • Generate multiple questions about a self-selected research topic. (9-10.W.RBPK.7) • Narrow the inquiry of that topic. (9-10.W.RBPK.7) Agenda: • The lesson below will give students the opportunity to select a research topic and narrow it down for the extension task. (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Lesson 5- https://scsk12.learnzillion.com/lesson_plans/12325-lesson-5-generating-a-research-question?card=102762 Text Dependent/Specific Questions: N/A- In this lesson, students begin selecting a topic for research. Daily Writing Practice: As outlined on slide 9, students begin the extension task by narrowing their selected topic and formulating a topic statement.

Week 3 August 26, 2019-August 30, 2019

Instructional Focus

Reading: Informational Texts

9-10.RI.KID.2	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
9-10.RI.KID.3	Analyze how an author presents and develops key ideas and events to impact meaning.
9-10.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
9-10.RI.CS.5	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
9-10.RI.CS.6	Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.

Language

9-10.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies. A. Use context as a clue to the meaning of a word or a phrase.

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

Speaking and Listening
9-10.SL.PKI.4   Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Writing
9-10.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Lesson 6	Instructional Plan
High Quality Text(s): **"What is Rhetoric?" by Gideon Burton** **"Ethos, Pathos, Logos" -- Video** Materials: https://scsk12.learnzillion.com/lesson_plans/12326-lesson-6-identifying-sources-for-the-extension-task/additional-materials?card=102767 • Selecting a Topic Handout • Narrowing a Topic Handout • Source Tracker Handout • Digital Media Access	Guiding Question: Where can information be found to respond to research questions? Learning Target: • Conduct research to answer a self-generated research question. (9-10.W.RBPK.7) Agenda: • Students complete Lesson 6 -- https://scsk12.learnzillion.com/lesson_plans/12326-lesson-6-identifying-sources-for-the-extension-task?card=102769#lesson . In this lesson students begin to identify sources for their extension task. (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: N/A- Students are beginning the research process. Daily Writing Practice: Students are beginning the research process.
Lesson 7	Instructional Plan
High Quality Text(s): **"Address to Congress on Women's Suffrage"** **by Carrie Chapman Catt**	Guiding Question: How do authors develop their ideas within text? Learning Target: • Use context to determine the meaning of words in a text. (9-10.RI.CS.4)

Materials: https://scsk12.learnzillion.com/lesson_plans/ 12327-lesson-7-analyzing-the-organizational- structure-of-text/additional- materials?card=102774 • Vocabulary Log • Reading Response Journal	• Analyze how an author develops a series of ideas in a text. (9-10.RI.CS.5) Agenda: • Students complete Lesson 7 -- https://scsk12.learnzillion.com/lesson_plans/12327-lesson-7-analyzing-the-organizational-structure-of-text?card=109553#lesson . In this lesson, students read a new text and analyze the word choice and structure. (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: Slide 8 • How does the author's use of organizational words or phrases contribute to the understanding of the text? Daily Writing Practice: As an exit ticket, have students complete their response to the questions outlined on slide 8 in their reader response journal.
Lesson 8	**Instructional Plan**
High Quality Text(s): **"Address to Congress on Women's Suffrage" by Carrie Chapman Catt** Materials: https://scsk12.learnzillion.com/lesson_plans/ 12328-lesson-8-analyzing-how-an-author-s- claims-are-developed-in-a-text/additional- materials?card=102781 • Reading Response Journal • Chart Paper • Conversation Stems Handout • Markers	Guiding Question: How do authors develop their ideas within text? Learning Target: • Analyze how an author develops a claim in a text. (9-10.RI.CS.5) Agenda: • Lesson 8 -- https://scsk12.learnzillion.com/lesson_plans/12328-lesson-8-analyzing-how-an-author-s-claims-are-developed-in-a-text?card=102785#lesson (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Text Dependent/Specific Questions: **Slide 5** • What are the major claims in the text? **Slide 8**

- How do the second and third claim arise naturally from the first claim.

Daily Writing Practice:
As a part of the activity, students write and revise a summary of the major claims of the text.

Lesson 9	Instructional Plan
High Quality Text(s): **"Address to Congress on Women's Suffrage"** **by Carrie Chapman Catt** Materials: https://scsk12.learnzillion.com/lesson_plans/ 12329-lesson-9-analyzing-how-claims-are- refined-by-details-in-a-text-and-analyzing- details-in-a-text-for-logos/additional- materials?card=102788 • Evidence Chart • Reading Response Journal • Highlighter	Guiding Question: How are claims refined by details and rhetoric in a text? Learning Target: • Analyze how and author's claims are refined by details and rhetoric in a text. (9-10.RI.CS.5) • Identify words and phrases of the rhetorical appeal logos. (9-10.RI.CS.5) Agenda: • Students complete Lesson 9 -- https://scsk12.learnzillion.com/lesson_plans/12329-lesson-9-analyzing-how-claims-are-refined-by-details-in-a-text-and-analyzing-details-in-a-text-for-logos?card=102788 . In this lesson, students analyze the text specifically for logos. (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: **Slide 5** • How does the author use logic to support her claim? • Is the reasoning logical? • Does the supporting evidence also seem logical? Daily Writing Practice: As an exit ticket, have respond to the following prompt: What evidence illustrates the logic of Catt's claims? How

	so?
Lesson 10	**Instructional Plan**
High Quality Text(s): **"Address to Congress on Women's Suffrage" by Carrie Chapman Catt** Materials: https://scsk12.learnzillion.com/lesson_plans/ 12330-lesson-10-analyzing-details-in-a-text-for-ethos-and-summarizing-rhetorical-appeals-used-in-a-speech/additional-materials?card=102795 • Reading Response Journal • Unit Graphic Organizer • Highlighter	Guiding Question: How are claims refined by details and rhetoric in a text? Learning Target: • Analyze how and author's claims are refined by details and rhetoric in a text. (9-10.RI.CS.5) • Identify words and phrases of the rhetorical appeal ethos. (9-10.RI.CS.5) Agenda: • Students complete Lesson 10-- https://scsk12.learnzillion.com/lesson_plans/12330-lesson-10-analyzing-details-in-a-text-for-ethos-and-summarizing-rhetorical-appeals-used-in-a-speech?card=102799 . In this lesson, students analyze the text specifically for ethos. (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: **Slide 5** • How does the author use credibility to support her claim? • Does her reasoning build credibility with her audience? • Does the supporting evidence also seem credible? Does she provide connections to credible events, people and/or facts?

Daily Writing Practice:
As an exit ticket, have students respond to the following prompt in the Reading Response Journal: How does the author use ethos and logos to develop claims? Is this effective? Why or why not?

Week 3 September 3, 2019-September 9, 2019

Instructional Focus

Reading: Literature

9-10.RL.KID.2   Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.

9-10.RL.CS.4   Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.

Reading: Informational Texts

9-10.RI.KID.2   Determine a central idea of a text and analyze its development; provide an objective or critical summary.

9-10.RI.CS.4   Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.

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

Language

9-10.L.VAU.4   Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.
            A. Use context as a clue to the meaning of a word or a phrase.
            B. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.

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

Speaking and Listening

9-10.SL.CC.1   Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-10.SL.PKI.4   Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Writing

9-10.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

9-10.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

9-10.W.RBPK.8 Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.

9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Lesson 11	Instructional Plan
High Quality Text(s): **"Address to Congress on Women's Suffrage" by Carrie Chapman Catt** Materials: https://scsk12.learnzillion.com/lesson_plans/ 12331-lesson-11-analyzing-rhetorical-strategies-in-a-text-through-discussion/additional-materials?card=102802 • Question Stems Handout • Conversation Stems Handout • Discussion Tracker handout • Reading Response Journal	Guiding Question: How are claims refined by details and rhetoric in a text? Learning Target: • Participate in a collaborative discussion analyzing the author's use of rhetorical strategies in a text. (9-10.SL.CC.1, 9-10.SL.PKI.4) Agenda: • Lesson 11-- https://scsk12.learnzillion.com/lesson_plans/12331-lesson-11-analyzing-rhetorical-strategies-in-a-text-through-discussion?card=102802#additional-material This lesson will require students to analyze the text for how the author develops the claims. (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

Text Dependent/Specific Questions:
Slide 5

Text Dependent/Specific Questions:
Slide 5
- How do Catt's choices help her achieve her purpose?

Daily Writing Practice:
In preparation for the class discussion, have students respond to the question as outlined on slide 5 in their Reader Response Journal. Encourage students to identify evidence to support their thinking.

Lesson 12	**Instructional Plan**
High Quality Text(s): N/A Materials: https://scsk12.learnzillion.com/lesson_plans/ 12332-lesson-12-gathering-information-from- multiple-sources-for-the-extension- task/additional-materials?card=102813 • Source Tracker Part A Handout • Source Tracker Part B Handout • Digital Media Access	Guiding Question: Where can information be found to respond to research questions? Learning Target: • Gather information for multiple sources in support of a self-generated research topic. (9-10.W.RBPK.7, 9-10.W.RBPK.8) • Follow a standard format for citing sources. (9-10.W.RBPK.7, 9-10.W.RBPK.8) Agenda: • Lesson12 -- https://scsk12.learnzillion.com/lesson_plans/12332-lesson-12-gathering-information-from-multiple-sources-for-the-extension-task?card=102808#lesson . This lesson will give students the opportunity to continue to gather research for the extension task. (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: N/A- Students are engaging in the research process. Daily Writing Practice: Students continue to engage in the writing process.
Lesson 13	**Instructional Plan**

High Quality Text(s): N/A Materials: https://scsk12.learnzillion.com/lesson_plans/12333-lesson-13-developing-and-logically-sequencing-claims-for-a-speech/additional-materials?card=102816 • Source Tracker B • Speech Outline Handout • Notebook Paper	Guiding Question: Why is it important to sequence claims logically? Learning Target: • Develop and logically sequence claims. (9-10.W.RBPK.7, 9-10.W.RBPK.8) • Supply evidence and citations for those claims. (9-10.W.RBPK.7, 9-10.W.RBPK.8) Agenda: • This lesson will ask that students practice writing and sequencing claims. Lesson 13 -- https://scsk12.learnzillion.com/lesson_plans/12333-lesson-13-developing-and-logically-sequencing-claims-for-a-speech?card=102815#lesson (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: N/A- Students are engaging in the research process. Daily Writing Practice: Students continue to engage in the writing process.
Lesson 14	**Instructional Plan**
High Quality Text(s): **"Chapter 14" of The Jungle by Upton Sinclair** Materials: https://scsk12.learnzillion.com/lesson_plans/12334-lesson-14-summarizing-a-literary-text/additional-materials?card=102823 • GIST Summary Handout • Speech Outline Handout	Guiding Question: How is literature a means of social commentary? Learning Target: • Summarize a literary text. (9-10.RL.KID.2) • Analyze literature as a means of social commentary. (9-10.RL.KID.2) Agenda: • This lesson will require that students close read and summarize the ideas of a literary text. • Lesson 14 - https://scsk12.learnzillion.com/lesson_plans/12334-lesson-14-summarizing-a-literary-text?card=102824#lesson (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: **Slide 6**

	• How is literature a means of social commentary? **Slide 7** • What social problem is the author addressing? Daily Writing Practice: As an extension to the homework assignment and class reading, have students use the GIST handout to draft a summary of the reading in the Reading Response Journal.
Lesson 15	**Instructional Plan**
High Quality Text(s): **"Chapter 14" of The Jungle by Upton Sinclair** Materials: https://scsk12.learnzillion.com/lesson_plans/12335-lesson-15-analyzing-a-literary-text/additional-materials?card=102831 • Highlighters • Reader Response Journal • GIST Handout • Vocabulary Log	Guiding Question: How are claims refined by details and rhetoric in a text? Learning Target: • Analyze the rhetorical appeals ethos and pathos in a literary text. (9-10.RL.KID.2) • Use context to determine the meaning of words in a text. (9-10.RI.CS.4) Agenda: • This lesson will require students to analyze the text for how the author develops the claims. Lesson 15 -- https://scsk12.learnzillion.com/lesson_plans/12335-lesson-15-analyzing-a-literary-text?card=102834 (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: **Slide 5** • How does the author use ethos to refine claims? What evidence from the text supports your thinking? • How does the author use pathos to refine claims? What evidence from the text supports your thinking? Daily Writing Practice: In preparation for the whole group discussion, students should write out their response using evidence from the text in the journal to the question as outlined on slide 6.

Week 4 September 10, 2019-September 16, 2019

Instructional Focus

Reading: Literature

9-10.RL.KID.2   Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.

9-10.RL.IKI.7   Evaluate the topic, subject, and/or theme in two diverse formats or media.

Reading: Informational Texts

9-10.RI.CS.5   Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

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

Language

9-10.L.CSE.1   Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

9-10.L.VAU.5   Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in the text; analyze nuances in the meaning of words with similar denotations.

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

Speaking and Listening

9-10.SL.CC.3   Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.

Writing

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

F. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

G. Establish and maintain a formal style and objective tone.

9-10.W.PDW.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

9-10.W.RBPK.9   Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.

9-10.W.RW.10   Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Lesson 16	Instructional Plan
High Quality Text(s): **"Chapter 14" of The Jungle by Upton Sinclair** Materials: https://scsk12.learnzillion.com/lesson_plans/12336-lesson-16-comparing-literary-and-informational-texts/additional-materials?card=102837 • Reading Response Journal • Vocabulary Log • Post-It Notes/Index Cards	Guiding Question: How can the analysis of multiple texts enhance understanding and meaning? Learning Target: • Compare subject matter in two different mediums to enhance understanding of a text. (9-10.RL.IKI.7) Agenda: • This lesson requires that student read and compare similar subject matter in multiple texts. Lesson 16- https://scsk12.learnzillion.com/lesson_plans/12336-lesson-16-comparing-literary-and-informational-texts/additional-materials/ (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: **Slide 7** • Are the arguments in each text equally as powerful? Use evidence from the text to support your response. Daily Writing Practice: In addition to the homework outlined in the lesson, have students summarize the arguments made in each text. Students should identify specific evidence to support thinking.
Lesson 17	Instructional Plan
High Quality Text(s): **"Chapter 14" of The Jungle by Upton Sinclair** Materials:	Guiding Question: To what degree is rhetoric used in a literary text? Learning Target: Analyze the rhetoric of a literary text. (9-10.RI.CS.6)

https://scsk12.learnzillion.com/lesson_plans/12337-lesson-17-analyzing-rhetoric-in-a-literary-text/additional-materials?card=102844 • SOAPStone Handout • Unit Graphic Organizer	Decode a writing prompt in preparation for a timed essay. Agenda: • This lesson will ask that students analyze the rhetoric of a literary text. Lesson 17 -- https://scsk12.learnzillion.com/lesson_plans/12337-lesson-17-analyzing-rhetoric-in-a-literary-text?card=102843 (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: **Slide 5** • Who is the speaker? What do we know about this narrator? Daily Writing Practice: Students unpack a prompt to prepare for a timed writing assignment.
Lesson 18	**Instructional Plan**
High Quality Text(s): **"Chapter 14" of The Jungle by Upton Sinclair** Materials: https://scsk12.learnzillion.com/lesson_plans/12338-lesson-18-preparing-to-write-about-a-literary-text/additional-materials?card=102851 • Reading Response Journal • Rhetorical Strategies Handout	Guiding Question: What rhetorical devices work to develop claims in a literary text? Learning Target: • Identify and analyze rhetorical devices used in a literary text. (9-10.RL.KID.2) • Draw evidence to support our response to writing prompt. (9-10.RL.KID.1) Agenda: • This lesson guides students through the process of analyzing the text for rhetorical devices and gathering evidence for a written response. Lesson 18: https://scsk12.learnzillion.com/lesson_plans/12338-lesson-18-preparing-to-write-about-a-literary-text?card=102854 (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: N/A- Students are preparing for the writing task. Daily Writing Practice: Students complete the dialectical journal in preparation for the writing task.

Lesson 19	Instructional Plan
High Quality Text(s): **"Chapter 14" of <u>The Jungle</u> by Upton Sinclair** Materials: https://scsk12.learnzillion.com/lesson_plans/12339-lesson-19-writing-about-a-literary-text/additional-materials?card=102858 • Reader's Response Journal • Writer's Checklist Handout • Writing Rubric Handout • Written Response Handout	Guiding Question: How do authors use rhetoric to achieve a purpose? Learning Target: • Write a timed essay about a literary text. (9-10.W.TTP.2) Agenda: • This lesson will give students the opportunity to write in response to the literary text. Lesson 19 -- https://scsk12.learnzillion.com/lesson_plans/12339-lesson-19-writing-about-a-literary-text?card=102859#lesson (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: N/A- Students complete a timed writing activity. Daily Writing Practice: N/A- Students complete a timed writing activity.
Lesson 20	Instructional Plan
High Quality Text(s): N/A Materials: https://scsk12.learnzillion.com/lesson_plans/12340-lesson-20-drafting-an-introduction-paragraph-for-the-extension-task/additional-materials?card=102865 • Source Tracker B Handout • Speech Outline Handout • Reading Response Journal • Highlighters	Guiding Question: What are the components of an effective speech introduction? Learning Target: • Draft an introduction paragraph for a speech on a self-generated research topic. (9-10.W.TTP.2) • Use parallel structure in our writing. (9-10.L.CSE.1) • Analyze a peer's writing for ethos, pathos, and logos. (9-10.SL.CC.3) Agenda: • This lesson will give students the opportunity to draft an introduction to a speech for the extension task. Lesson 20 -- https://scsk12.learnzillion.com/lesson_plans/12340-lesson-20-drafting-an-introduction-paragraph-for-the-extension-task?card=102866 Text Dependent/Specific Questions: **Slide 5**

	- What makes in introduction of a speech effective? - What must an effective speech introduction do? - How is an introduction paragraph for a speech different from an introduction paragraph for an essay? - Which rhetorical appeals should an introduction paragraph include? - An introduction to a speech or presentation is often called "a hook". Why would it be called this? Why would a speaker need a hook? What was Catt's hook? Daily Writing Practice: Students draft and peer edit an introductory paragraph to their speech for the extension task.

Week 5 September 17, 2019- September 23, 2019

Instructional Focus

Reading: Informational Texts

9-10.RI.KID.1	Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
9-10.RI.KID.2	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
9-10.RI.KID.3	Analyze how an author presents and develops key ideas and events to impact meaning.
9-10.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
9-10.RI.CS.5	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
9-10.RI.CS.6	Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
9-10.RI.IKI.9	Analyze a variety of thematically related texts of historical and literary significance for the way they address related topics, facts, and concepts.

Speaking and Listening

9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Writing

9-10.W.TTP.2	Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate

and varied transitions.

C. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

D. Provide a concluding statement or section that follows from and supports the information or explanation presented.

E. Use appropriate formatting, graphics, and multimedia to aid comprehension.

F. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

G. Establish and maintain a formal style and objective tone.

9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Lesson 21	**Instructional Plan**
High Quality Text(s): **"A Fable for Tomorrow" by Rachel Carson** Materials: https://scsk12.learnzillion.com/lesson_plans/12341-lesson-21-summarizing-an-informational-text/additional-materials?card=102872 • Reading Response Journal • Discussion Questions Handout • Chart Paper • Markers	Guiding Question: How can rhetoric be used to develop an author's ideas? Learning Target: • Summarize an informational text. (9-10.RI.KID.2) Agenda: • This lesson will provide students with the opportunity to read and summarize "A Fable for Tomorrow" Lesson 21- https://scsk12.learnzillion.com/lesson_plans/12341-lesson-21-summarizing-an-informational-text/lesson (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: **Slide 6** • What are the benefits and risks associated with the use of DDT? • Why was the broad use of DDT accepted by society in the 1950s? Who benefited from the use of DDT in large quantities? Why do you think Rachel Carson's message was not well received by some people at the time her book appeared? • Discuss Rachel Carson's idea that humans have "a fundamental right to a healthy environment."

	Daily Writing Practice: Students first write n summary of the text independently, then collaborate to write a group summary.
Lesson 22	**Instructional Plan**
High Quality Text(s): **"A Fable for Tomorrow" by Rachel Carson** Materials: https://scsk12.learnzillion.com/lesson_plans/12342-lesson-22-analyzing-an-informational-text/additional-materials?card=102879 • Reading Response Journal • SOAPSTone Handout • Questions Stems Handout • Conversation Stems Handout • Discussion Questions Handout	Guiding Question: How can rhetoric be used to develop an author's ideas? Learning Target: • Analyze the rhetoric of an informational text. (9-10.RI.CS.6) • Analyze the ethos, logos, and pathos appeals in informational text. (9-10.RI.CS.6) • Engage in a discussion of the rhetorical appeals in the text. (9-10.SL.CC.1) Agenda: • In this lesson, students analyze and discuss Carson's use of rhetoric in "A Fable for Tomorrow" from Silent Spring through discussion and SOAPSTone analysis. Lesson 22- https://scsk12.learnzillion.com/lesson_plans/12342-lesson-22-analyzing-an-informational-text/lesson (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: **Slide 6** • What events prompted Carson to write this fable? • Who do you think Carson hoped would read this book? • What kind of action did Carson hope to inspire? • What is this text about? • Which words provoke emotions? Are there any patterns among the words that stand out? **Slide 7** • What details does Carson provide that build her credibility? • Where does she use logical reasoning in her story? • Look at the words/phrases you circled for tone. How do they play on the reader's emotions? Daily Writing Practice: In preparation for the discussion, provide students with think/write time to use the text and video as evidence to support their thinking. Students should use their Reading Response Journal to record their thoughts.
Lesson 23	**Instructional Plan**

High Quality Text(s): N/A Materials: https://scsk12.learnzillion.com/lesson_plans/12343-lesson-23-outlining-a-speech-for-the-extension-task/additional-materials?card=102886 • Source Tracker B • Speech Outline Handout • Rhetorical Strategies Handout • Reading Response Journal • Digital Media Access	Guiding Question: How is information and evidence most effectively organized in a speech? Learning Target: • Organize information and supporting evidence clearly, concisely, and logically. (9-10.W.PDW.5) • Revise and improve the outline of a speech to include persuasive and rhetorical appeals. (9-10.W.PDW.5) Agenda: • In this lesson, students review and improve their speech outlines, adding additional evidence and persuasive appeals and rhetorical devices. Lesson 23- https://scsk12.learnzillion.com/lesson_plans/12343-lesson-23-outlining-a-speech-for-the-extension-task/lesson (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: N/A Daily Writing Practice: Students are revising and improving their outline for the extension task.
Lesson 24	**Instructional Plan**
High Quality Text(s): **"Thoughts on the Present State of American Affairs" by Thomas Paine** Materials: https://scsk12.learnzillion.com/lesson_plans/12344-lesson-24-close-reading-an-informational-text/additional-materials?card=102893 • Vocabulary Log • Completed Speech Outline	Guiding Question: What impact might specific words have on a text and its message? Learning Target: • Read a seminal U.S. document. (9-10.RI.IKI.9) • Analyze the meaning and impact of specific words found in the text. (9-10.RI.CS.4) Agenda: • In this lesson, Students read "Thoughts on the Present State of American Affairs" by Thomas Paine and use context determine word meaning. Lesson 24- https://scsk12.learnzillion.com/lesson_plans/12344-lesson-24-close-reading-an-informational-text/lesson (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions:

	Slide 7 • Why does Paine begin the piece by claiming that all attempts to resolve the conflict with England have been ineffectual? • Remember our initial discussion about the American Revolution. Why was this war fought? • From what Paine says here, what can we infer about the length of the conflict? • What does Paine mean by 'men of all ranks'? **Slide 8** • What does Paine mean by 'men of all ranks'? **Slide 9** • What types of injuries might the colonists sustain from Great Britain? Daily Writing Practice: As an exit ticket, ask students to summarize the reading. What message is Paine trying to convey? What evidence supporting this?
Lesson 25	**Instructional Plan**
High Quality Text(s): **"Thoughts on the Present State of American Affairs" by Thomas Paine** Materials: https://scsk12.learnzillion.com/lesson_plans/12345-lesson-25-analyzing-the-structure-and-rhetoric-of-an-informational-text/additional-materials • Vocabulary Log • Reading Response Journal	Guiding Question: How does the structure of the text support the function of rhetorical devices in the text? Learning Target: • Analyze the craft and structure of the text. (9-10.RI.KID.3) • Analyze the purpose of rhetorical strategies in a text. (9-10.RI.CS.6) Agenda: • In this lesson, students work in pairs to respond to text dependent questions for "Thoughts on the Present State of American Affairs." Lesson 25 - https://scsk12.learnzillion.com/lesson_plans/12345-lesson-25-analyzing-the-structure-and-rhetoric-of-an-informational-text/lesson (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: **Slide 5** • After reading paragraphs 1-3, what key details in the text reveal Paine's intended audience and the occasion for this text? **Slide 7**

- At the end of paragraph 15, Paine uses the term "sycophant." A sycophant is a person who praises powerful people in order to gain an advantage. How does Paine's use of the word "sycophant" to describe the British sympathizers convey his viewpoint? What details in the text support your inference?

Slide 9

- Describe the structure Paine uses for his argument in paragraphs 21-24. Cite details and the author's specific word choices from the text to support your response.

Slide 11

- What role does the personification of Great Britain play in paragraph 32? How does the use of this rhetoric convey Paine's viewpoint? Cite details from the text to support your response.

Daily Writing Practice:

In addition to the homework assignment of listening to the audio of the text, have students revise their summaries from the previous homework based on the new learning from the class discussion.

Week 6 September 24, 2019-September 30, 2019

Instructional Focus

Reading: Informational Texts

9-10.RI.KID.2	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
9-10.RI.KID.3	Analyze how an author presents and develops key ideas and events to impact meaning.
9-10.RI.CS.5	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
9-10.RI.CS.6	Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
9-10.RI.IKI.8	Evaluate how reasoning and evidence affects the argument and specific claims in a text.
10.RI.RRTC.10	Read to comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Speaking and Listening

9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
9-10.SL.PKI.4	Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Writing

9-10.W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and

	sufficient evidence. A. Introduce precise claim(s). B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. D. Provide a concluding statement or section that follows from and supports the argument presented. E. Use precise language and domain-specific vocabulary to manage the complexity of the topic. F. Establish and maintain a formal style and objective tone.
9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Lesson 26	**Instructional Plan**
High Quality Text(s): **"Thoughts on the Present State of American Affairs" by Thomas Paine** Materials: https://scsk12.learnzillion.com/lesson_plans/12346-lesson-26-practicing-fluency-with-an-informational-text/additional-materials?card=102907 • Digital Media Access • Headphones • 2 copies of timestamped copies of the text • Highlighters	Guiding Question: What does it mean to read with fluency? Learning Target: • Practice reading fluency with sections of informational text. (10.RI.RRTC.10) Agenda: • In this lesson, Students work with a partner to practice fluency in "Thoughts on the Present State of American Affairs." Lesson 26- https://scsk12.learnzillion.com/lesson_plans/12346-lesson-26-practicing-fluency-with-an-informational-text/lesson (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: N/A Daily Writing Practice: N/A
Lesson 27	**Instructional Plan**

High Quality Text(s): **"Thoughts on the Present State of American Affairs" by Thomas Paine** Materials: https://scsk12.learnzillion.com/lesson_plans/12347-lesson-27-analyzing-claims-and-counterclaims-in-an-informational-text/additional-materials?card=102914 • Claims Analysis Chart Handout • Counterclaim Analysis Chart Handout • Highlighter	Guiding Question: How are claims and counter claims presented in a text? Learning Target: • Delineate an evaluate claims and counterclaims made in an information text. (9-10.RI.IKI.8) Agenda: • In this lesson, students work in pairs to identify and analyze Paine's claims and counterclaims in "Thoughts on the Present State of American Affairs." Lesson 27- https://scsk12.learnzillion.com/lesson_plans/12347-lesson-27-analyzing-claims-and-counterclaims-in-an-informational-text/lesson (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: **Slide 6** • What are Paine's claims and counterclaims in this text? Daily Writing Practice: For homework or an exit ticket, have students briefly write/critique the effectiveness of Paine's claims. Students can complete this task in their Reading Response Journal.
Lesson 28	**Instructional Plan**
High Quality Text(s): **"Thoughts on the Present State of American Affairs" by Thomas Paine** Materials: https://scsk12.learnzillion.com/lesson_plans/12348-lesson-28-analyzing-the-development-of-claims-and-counterclaims-in-an-informational-text/additional-materials?card=102921 • Reading Response Journal • Highlighters	Guiding Question: How are claims and counterclaims refined by details? How does the use of ethos and logos support the argument of a text? Learning Target: • Analyze how claims and counterclaims refined by details? (9-10.RI.IKI.8) • Analyze how the use of ethos and logos support the argument of a text? (9-10.RI.CS.6) Agenda: • In this lesson, students mark and analyze logical reasoning and ethical appeals in "Thoughts on the Present State of American Affairs." Lesson 28- https://scsk12.learnzillion.com/lesson_plans/12348-lesson-28-analyzing-the-development-of-claims-and-counterclaims-in-an-informational-text/lesson (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

Text Dependent/Specific Questions:
Slide 5
- Which words and phrases reveal logical reasoning in the text? How so?
Slide 7
- Which words and phrases help the author build credibility? How so?

Daily Writing Practice:
For homework or an exit ticket, have students revise their critiques of the effectiveness of Paine's claims based on today's analysis. Students can complete this task in their Reading Response Journal.

Lesson 29	Instructional Plan
High Quality Text(s): **"Thoughts on the Present State of American Affairs" by Thomas Paine** Materials: https://scsk12.learnzillion.com/lesson_plans/12349-lesson-29-analyzing-an-informational-text-through-discussion/additional-materials?card=102928 • Question Stems Handout • Conversation Stems Handout • Student Discussion Tracker Handout • Reading Response Journal	Guiding Question: How does the author use rhetoric to advance a point or achieve a purpose? Learning Target: • Participate in a collaborative discussion to analyze the author's use of rhetoric to advance a point of view or achieve a purpose. (9-10.RI.CS.6, 9-10.SL.CC.1) Agenda: • In this lesson Students engage in a collaborative discussion about "Thoughts on the Present State of American Affairs." Lesson 29 - https://scsk12.learnzillion.com/lesson_plans/12349-lesson-29-analyzing-an-informational-text-through-discussion/lesson (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: **Slide 5** • How does Paine use rhetoric to advance his purpose? **Slide 6** • Who is the audience? What is the occasion for the speech? • What is effective about Paine's use of counterclaim?

- How does Paine use rhetorical strategies such as figurative language and word choice effectively?
- Where is Paine's reasoning most logical?
- What does this text help you understand about sequencing claims in your own speech?

Daily Writing Practice:
As indicated on the discussion tracker, students reflect on the discussion process in writing.

Lesson 30	Instructional Plan
High Quality Text(s): **N/A** Materials: https://scsk12.learnzillion.com/lesson_plans/12350-lesson-30-drafting-a-speech-for-the-extension-task/additional-materials?card=102935 • Complete Speech Outline Handout • Complete Source Tracker B • Reading Response Journal • Student Discussion Tracker Handout	Guiding Question: What are the components of an effective speech? Learning Target: • Produce a full draft of a speech for the extension task. (9-10.W.PDW.5) Agenda: • In this lesson, Students use their completed speech outline and introduction paragraph to create a full draft of a speech for the extension task. Lesson 30- https://scsk12.learnzillion.com/lesson_plans/12350-lesson-30-drafting-a-speech-for-the-extension-task/lesson (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: N/A Daily Writing Practice: Students draft a full speech for the extension task.

Week 7 October 1, 2019-October 4, 2019

Instructional Focus

Reading Information

9-10.RI.KID.2	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
9-10.RI.KID.3	Analyze how an author presents and develops key ideas and events to impact meaning.
9-10.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
9-10.RI.CS.5	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
9-10.RI.CS.6	Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
9-10.RI.IKI.7	Evaluate the topic or subject in two diverse formats or media.

Language

9-10.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
9-10.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.
	A. Use context as a clue to the meaning of a word or a phrase.
	B. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
	C. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
	D. Use etymological patterns in spelling as clues to the meaning of a word or phrase.
9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

9-10.SL.CC.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.

Writing

9-10.W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
	A. Introduce precise claim(s).
	B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
D. Provide a concluding statement or section that follows from and supports the argument presented.
E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
F. Establish and maintain a formal style and objective tone.

9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1-3 above.)
9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

Lesson 31	**Instructional Plan**
High Quality Text(s): Materials: https://scsk12.learnzillion.com/lesson_plans/ 12351-lesson-31-conducting-a-writer-s-workshop-for-the-extension-task/additional-materials?card=102942 • Completed Speech Draft • Student Editing Checklist • Highlighters	Guiding Question: What are the components of an effective speech? Learning Target: • Conduct a writer's workshop, editing and revising a draft of a speech. (9-10.W.PDW.5) • Revise simple sentences with a semicolon to increase complexity. (9-10.W.PDW.5) Agenda: • In this lesson, students participate in a peer-editing workshop with drafts their extension task speech. Lesson 31 - https://scsk12.learnzillion.com/lesson_plans/12351-lesson-31-conducting-a-writer-s-workshop-for-the-extension-task/lesson (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: N/A Daily Writing Practice: Students revise and edit speech drafts.
Lesson 32- Optional	**Instructional Plan-Optional** (Due to the limited number of days in this quarter, this particular practice assignment is optional. If the teacher elects to have students engage in this lesson, the teacher may have to

	utilize flex days from Q2 in order to make adjustments for pacing.)
High Quality Text(s): **"Address on the Nation's Space Effort" by John F. Kennedy** Materials: https://scsk12.learnzillion.com/lesson_plans/12352-lesson-32-practicing-with-assessment-items/additional-materials?card=102949 • Multiple Choice Practice Items Handout • Reading Response Journal • Internet Access	Guiding Question: Practice Cold- Read Assessment Learning Target: • Simulate a cold read, multiple choice assessment of an informational text. • Practice test taking skills in a multiple- choice assessment. Agenda: • In this lesson, students read "Address on the Nation's Space Effort" by John F. Kennedy and practice with multiple choice assessment items. Lesson 32 - https://scsk12.learnzillion.com/lesson_plans/12352-lesson-32-practicing-with-assessment-items/ (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: N/A- Student assessment Daily Writing Practice: N/A- Student assessment
Lesson 33	**Instructional Plan**
High Quality Text(s): **"Pearl Harbor Address to the Nation" by Franklin D. Roosevelt** Materials: https://scsk12.learnzillion.com/lesson_plans/12353-lesson-33-summarizing-an-informational-text/additional-materials?card=102956 • Reading Response Journal • Vocabulary Log	Guiding Question: What impact might specific words have on a text and its message? Learning Target: • Summarize and informational text. (9-10.RI.KID.2) • Determine the meaning of words as they are used in the text. (9-10.RI.CS.4) Agenda: • In this lesson, students read and summarize "Pearl Harbor Address to the Nation" by Franklin D. Roosevelt and work in pairs to complete the vocabulary log. Lesson 33- https://scsk12.learnzillion.com/lesson_plans/12353-lesson-33-summarizing-an-informational-text/lesson (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

<table>
<tr><td></td><td>Text Dependent/Specific Questions:
Slide 8
• How does FDR's word choice ultimately affect his meaning and purpose?

Daily Writing Practice:
As indicated in the lesson, students write a concise summary of the text in their Reading Response journal in preparation for the culminating writing task.</td></tr>
<tr><td>**Lesson 34**</td><td>**Instructional Plan**</td></tr>
<tr><td>High Quality Text(s):
"Pearl Harbor Address to the Nation" by Franklin D. Roosevelt

Materials:
https://scsk12.learnzillion.com/lesson_plans/12354-lesson-34-analyzing-an-informational-text/additional-materials?card=102963
• Collaborative Annotation Handout
• Highlighters</td><td>Guiding Question: How does an author's word choice and use of rhetoric affect the meaning and purpose of a text?

Learning Target:
• Analyze the effect of an author's word choice and use of rhetoric in an informational text. (9-10.RI.CS.4)
• Collaborate to annotate and informational text.

Agenda:
• In this lesson, Students collaboratively analyze the text for the author's word choice and use of rhetoric and compare the final version of the text to a type-written first draft. Lesson 34-https://scsk12.learnzillion.com/lesson_plans/12354-lesson-34-analyzing-an-informational-text/lesson (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

Text Dependent/Specific Questions:
Slide 7
• How does an author's word choice and use of rhetoric affect the meaning and purpose of a text?

Daily Writing Practice:</td></tr>
</table>

	In reflection of the discussion, have students respond to the question on slide 7 in writing in their Reading Response Journal.
Lesson 35	**Instructional Plan**
High Quality Text(s): **"Pearl Harbor Address to the Nation" by Franklin D. Roosevelt** Materials: https://scsk12.learnzillion.com/lesson_plans/ 12355-lesson-35-analyzing-visual-rhetoric/additional-materials?card=102970 • Reading Response Journal • Image Analysis Rubric Handout	Guiding Question: What is the impact of persuasive appeals on a speech? Learning Target: • Analyze persuasive appeals in an informational text. (9-10.RI.CS.6) • Analyze the use of rhetoric in a visual text. (9-10.RI.IKI.7) Agenda: • In this lesson, students update their unit graphic organizer for "Pearl Harbor Address to the Nation" and analyze WWII propaganda posters. Lesson 35 - https://scsk12.learnzillion.com/lesson_plans/12355-lesson-35-analyzing-visual-rhetoric/lesson (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: **Slide 5** • How does the author use ethos, pathos, and logos in this text? What is the impact? Daily Writing Practice: In preparation for the culminating writing task, have students write a critique of the effectiveness of FDRs use of persuasive appeals. Students can complete this task in their Reading Response Journal.

Week 8 October 7, 2019- October 10, 2019

Instructional Focus

Reading: Informational Texts

9-10.RI.KID.1	Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
9-10.RI.KID.2	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
9-10.RI.KID.3	Analyze how an author presents and develops key ideas and events to impact meaning.
9-10.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
9-10.RI.CS.5	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
9-10.RI.CS.6	Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.

Speaking and Listening

9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
9-10.SL.PKI.5	Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Writing

9-10.W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. A. Introduce precise claim(s). B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. D. Provide a concluding statement or section that follows from and supports the argument presented. E. Use precise language and domain-specific vocabulary to manage the complexity of the topic. F. Establish and maintain a formal style and objective tone.
9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1-3 above.)
9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.
9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Lesson 36	Instructional Plan
High Quality Text(s): **N/A** Materials: https://scsk12.learnzillion.com/lesson_plans/ 12356-lesson-36-making-strategic-use-of-digital-media/additional-materials?card=102977 • Speech Draft • Speech Outline • Source Tracker B • Reading Response Journal • Digital Media Access	Guiding Question: What are the components of an effective multimedia presentation? Learning Target: • Collaborate to create a rubric for a multimedia presentation. (9-10.SL.PKI.5) • Make strategic use of digital media in a presentation for the extension task. (9-10.SL.PKI.5) Agenda: • In this lesson, Students collaborate to create a rubric for the multimedia component of the extension task and begin creating their multimedia presentations. Lesson 36- https://scsk12.learnzillion.com/lesson_plans/12356-lesson-36-making-strategic-use-of-digital-media/additional-materials?card=102977 (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: N/A Daily Writing Practice: N/A- Students drafting multimedia presentation.
Lesson 37	**Instructional Plan**
High Quality Text(s): **N/A** Materials: https://scsk12.learnzillion.com/lesson_plans/ 12357-lesson-37-preparing-for-the-culminating-writing-task/additional-materials?card=102984 • Reading Response Log • Culminating Writing Task Handout • All Texts from this Unit	Guiding Question: Which text most effectively employs the resources of language to achieve a desired effect on the intended audience? Learning Target: • Select a text to write about for the culminating writing task. (9-10.W.TTP.1, 9-10.W.PDW.4, 9-10.W.PDW.5) • Revisit claims, supporting evidence, and rhetorical devices from that text. (9-10.W.TTP.1, 9-10.W.PDW.4, 9-10.W.PDW.5) • Generate an introductory paragraph and topic sentences for the culminating writing task. (9-10.W.TTP.1, 9-10.W.PDW.4, 9-10.W.PDW.5) Agenda: • In this lesson, Students begin preparation for the culminating writing task by decoding the prompt, selecting a text to write about, and drafting an introduction, thesis statement, and topic sentences. Lesson 37- https://scsk12.learnzillion.com/lesson_plans/12357-lesson-37-preparing-for-the-culminating-writing-

	[task/lesson](#) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: N/A- Culminating Writing Task Daily Writing Practice: Students write an introduction for the culminating writing task.
Lesson 38	**Instructional Plan**
High Quality Text(s): N/A Materials: https://scsk12.learnzillion.com/lesson_plans/12358-lesson-38-gathering-evidence-for-the-culminating-writing-task/additional-materials?card=102991 • Selected Unit Text • Reading Response Log • Culminating Writing Task Handout	Guiding Question: Which text most effectively employs the resources of language to achieve a desired effect on the intended audience? Learning Target: • Gather evidence, embed citations, and develop commentary to support claims for the culminating writing task. (9-10.W.TTP.1, 9-10.W.PDW.4, 9-10.W.PDW.5) • Draft a conclusion paragraph for the culminating writing task. (9-10.W.TTP.1, 9-10.W.PDW.4, 9-10.W.PDW.5) Agenda: • In this lesson, students gather evidence and develop commentary for the culminating writing task. Lesson 38- https://scsk12.learnzillion.com/lesson_plans/12358-lesson-38-gathering-evidence-for-the-culminating-writing-task/lesson (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: N/A Daily Writing Practice: N/A students are gathering evidence for the writing task.
Lesson 39	**Instructional Plan**

High Quality Text(s): **N/A** Materials: https://scsk12.learnzillion.com/lesson_plans/ 12359-lesson-39-finalizing-the-essay-for-the- culminating-writing-task/additional- materials?card=102998 - Selected Unit Text - Reading Response Log - Culminating Writing Task Handout - Dictionaries and Thesauruses - Loose Leaf Paper or Digital Media Access	Guiding Question: Which text most effectively employs the resources of language to achieve a desired effect on the intended audience? Learning Target: - Complete a draft of an essay for the culminating writing task. (9-10.W.TTP.1, 9-10.W.PDW.4, 9-10.W.PDW.5) - Edit the draft of an essay for style. (9-10.W.TTP.1, 9-10.W.PDW.4, 9-10.W.PDW.5) Agenda: - In this lesson, Students produce a draft of their essay and edit the essay for style. Lesson 39-https://scsk12.learnzillion.com/lesson_plans/12359-lesson-39-finalizing-the-essay-for-the-culminating-writing-task/ (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Text Dependent/Specific Questions: N/A Daily Writing Practice: N/A- Students drafting writing task.
Lesson 40-Optional	**Instructional Plan-Optional** (Due to the limited number of days in this quarter, this particular practice assignment is optional. If the teacher elects to have students engage in this lesson, the teacher may have to utilize flex days from Q2 in order to make adjustments for pacing.)
High Quality Text(s): **"Inaugural Address" by John F. Kennedy** Materials: https://scsk12.learnzillion.com/lesson_plans/ 12360-lesson-40-cold-read-task-multiple- choice-questions/additional- materials?card=103005 - Cold Read Task Questions - Cold Read Task Answer Document	Guiding Question: Cold Read Assessment Learning Target: Cold Read Assessment Agenda: Cold Read Assessment. Lesson 40- https://scsk12.learnzillion.com/lesson_plans/12360-lesson-40-cold-read-task-multiple-choice-questions/ Text Dependent/Specific Questions: N/A

Daily Writing Practice:
N/A

Week 9 October 11, 2019

Instructional Focus

Speaking and Listening

9-10.SL.CC.3   Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.

9-10.SL.PKI.4   Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

9-10.SL.PKI.5   Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Writing

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

	F. Use precise language and domain-specific vocabulary to manage the complexity of the topic. G. Establish and maintain a formal style and objective tone.
9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Lesson 41-Optional	**Instructional Plan-Optional** (Due to the limited number of days in this quarter, this particular practice assignment is optional. If the teacher elects to have students engage in this lesson, the teacher may have to utilize flex days from Q2 in order to make adjustments for pacing.)
High Quality Text(s): **"Inaugural Address" by John F. Kennedy** Materials: https://scsk12.learnzillion.com/lesson_plans/12958-lesson-41-cold-read-task-essay-response/additional-materials?card=114150 • Cold Read Task Questions • Cold Read Task Answer Document	Guiding Question: Cold Read Assessment Learning Target: Cold Read Assessment Agenda: • Cold Read Assessment. Lesson 41- https://scsk12.learnzillion.com/lesson_plans/12958-lesson-41-cold-read-task-essay-response/ Text Dependent/Specific Questions: N/A Daily Writing Practice: N/A
Lesson 42	**Instructional Plan-** Consider making an adjustment to the time frames and format of the presentations to cut down on time, combining lessons 42 and 43, due to the limited number of days in this quarter. Teacher may also consider have students present at the beginning of Q2 during flex time.
High Quality Text(s): **N/A** Materials: https://scsk12.learnzillion.com/lesson_plans/12959-lesson-42-extension-task-presentations/additional-materials?card=114157 • Final Speech Draft • Multimedia Presentation	Guiding Question: What should a presenter do in order to capture the attention of the audience? Learning Target: • Present our information, finding, and supporting evidence clearly, concisely, and logically. (9-10.SL.PKI.4) • Make strategic use of digital media to enhance our understanding of our findings. (9-10.SL.PKI.5) • Evaluate peer's point of view, reasoning, and evidence. (9-10.SL.CC.3) Agenda: • In this lesson, students present their speech and multimedia presentations for the extension task. Lesson 42- https://scsk12.learnzillion.com/lesson_plans/12959-lesson-42-extension-task-presentations/lesson

• Class Generated Rubric • Loose Leaf Paper	Text Dependent/Specific Questions: N/A Daily Writing Practice: N/A
Lesson 43	**Instructional Plan**
High Quality Text(s): **N/A** Materials: https://scsk12.learnzillion.com/lesson_plans/12960-lesson-43-extension-task-presentations/additional-materials?card=114164 • Final Speech Draft • Multimedia Presentation • Class Generated Rubric • Peer Evaluation Chart	Guiding Question: What should a presenter do in order to capture the attention of the audience? Learning Target: • Present our information, finding, and supporting evidence clearly, concisely, and logically. (9-10.SL.PKI.4) • Make strategic use of digital media to enhance our understanding of our findings. (9-10.SL.PKI.5) • Evaluate peer's point of view, reasoning, and evidence. (9-10.SL.CC.3) Agenda: • In this lesson, Students present their speech and multimedia presentations for the extension task. Lesson 43- https://scsk12.learnzillion.com/lesson_plans/12960-lesson-43-extension-task-presentations/ Text Dependent/Specific Questions: N/A Daily Writing Practice: N/A