



**StudySync Grade 9 Correlation to English Standards of Learning  
Framework  
Grade 9**



**Grade 9**

Standard	Citations
<b>9.1 The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.</b>	
<b>a) Make strategic use of multimodal tools.</b>	<p><b>StudySync Speaking &amp; Listening Handbook Presentation Skills, pp. 44–78</b></p> <p><b>Thematic Unit 2: Leadership Instructional Path Ozymandias First Read: Ozymandias Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Introduce <ul style="list-style-type: none"> <li>--Build Background</li> </ul> </li> </ol> <p><b>Thematic Unit 1: Empathy Research Teacher:</b></p> <ol style="list-style-type: none"> <li>3. Assemble the Research in Each Group <ul style="list-style-type: none"> <li>--Multimedia Elements</li> </ul> </li> <li>4. Group Multimedia Presentations <ul style="list-style-type: none"> <li>--Present</li> </ul> </li> </ol> <p><b>Thematic Unit 2: Leadership Research Teacher:</b></p> <ol style="list-style-type: none"> <li>3. Assemble the Research in Each Group <ul style="list-style-type: none"> <li>--Multimedia Elements</li> </ul> </li> <li>4. Group Multimedia Presentations <ul style="list-style-type: none"> <li>--Present</li> </ul> </li> </ol> <p><b>Thematic Unit 3: Dreams and Aspirations Instructional Path Of Mice and Men</b></p>

Standard	Citations
	<p><b>First Read: Of Mice and Men</b>  <b>Teacher:</b>  1. Introduce  --Build Background</p> <p><b>Thematic Unit 3: Dream and Aspirations</b>  <b>Research</b>  <b>Teacher:</b>  3. Assemble the Research in Each Group  --Multimedia Elements  4. Group Multimedia Presentations  --Present</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>The Tragedy of Romeo and Juliet</b>  <b>First Read: The Tragedy of Romeo and Juliet</b>  <b>Teacher</b>  1. Introduce  --Build Background</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>Angela's Ashes</b>  <b>First Read: Angela's Ashes</b>  <b>Teacher:</b>  1. Introduce  --Build Background</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>Frank McCourt, Whose Irish Childhood Illuminated His Prose, Is Dead at 78</b>  <b>First Read: Frank McCourt, Whose Irish Childhood Illuminated His Prose, Is Dead at 78</b></p>

Standard	Citations
	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>--Build Background</li> </ol> <p><b>Thematic Unit 4: All for Love Research</b></p> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>3. Assemble the Research in Each Group</li> <li>--Multimedia Elements</li> <li>4. Group Multimedia Presentations</li> <li>--Present</li> </ol>
<p><b>b) Credit information sources.</b></p>	<p><b>StudySync Speaking &amp; Listening Handbook Research Using Various Media, pp. 24–43</b></p> <p><b>Thematic Unit 1: Empathy Extended Writing Project Blast: Sources and Citations</b></p> <p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Title/Driving Question</li> <li>Background</li> <li>Create Your Blast</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Title/Driving Question</li> <li>Background</li> <li>Create Your Blast</li> <li>--Blast</li> <li>--Review</li> </ul> <p><b>Thematic Unit 1: Empathy Extended Writing Project Extended Writing Project: Revise</b></p> <p><b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Write</li> </ol> <p><b>Teacher:</b></p>

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	<p>1. Write  --Discuss  --Highlight  --Write</p> <p><b>Thematic Unit 2: Leadership  Extended Writing Project  Skill: Sources and Citations  Student:</b></p> <p>1. Define  2. Model  3. Your Turn</p> <p><b>Teacher:</b></p> <p>1. Define  2. Model  3. Your Turn</p> <p><b>Thematic Unit 3: Dreams and Aspirations  Extended Writing Project  Skill: Research and Note-Taking  Student:</b></p> <p>1. Define  2. Model  3. Your Turn</p> <p><b>Teacher:</b></p> <p>1. Define  2. Model  3. Your Turn</p> <p><b>Thematic Unit 3: Dreams and Aspirations  Extended Writing Project  Skill: Sources and Citations  Student:</b></p> <p>1. Define</p>

Standard	Citations
	<p>2. Model 3. Your Turn</p> <p><b>Teacher:</b></p> <p>1. Define 2. Model 3. Your Turn</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b> <b>Extended Writing Project</b> <b>Extended Writing Project: Revise</b> <b>Student:</b></p> <p>1. Write</p> <p><b>Teacher:</b></p> <p>1. Write --Discuss --Highlight --Write --Review</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b> <b>Research</b> <b>Teacher:</b></p> <p><b>Conduct the Research</b></p> <p>2. Break Students Into Small Groups --Gather Resources</p> <p>3. Assemble the Research in Each Group --Focus --Write Explanations of Facts</p> <p><b>Thematic Unit 4: All for Love</b> <b>Research</b> <b>Teacher:</b></p> <p><b>Conduct the Research</b></p> <p>2. Break Students Into Small Groups --Gather Resources</p>

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	<p>3. Assemble the Research in Each Group</p> <p>--Focus</p> <p>--Write Explanations of Facts</p>
<p>c) Use vocabulary appropriate to the topic, audience, and purpose.</p>	<p><b>StudySync Speaking &amp; Listening Handbook</b>  <b>Presentation Skills, pp. 5, 11</b></p> <p><b>Thematic Unit 1: Empathy</b>  <b>Extended Writing Project</b>  <b>Blast: Audience, Purpose, and Style</b>  <b>Student:</b>  Title/Driving Question  Background  Create Your Blast</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Extended Writing Project</b>  <b>Blast: Audience and Purpose</b>  <b>Student:</b>  Title/Driving Question  Background  Create Your Blast</p> <p><b>Teacher:</b>  Title/Driving Question  Background  Create Your Blast</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Extended Writing Project</b>  <b>Blast: Style</b>  <b>Student:</b>  Title/Driving Question  Background  Create Your Blast</p>

Standard	Citations
	<p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Extended Writing Project</b>  <b>Blast: Audience, Purpose, and Style</b>  <b>Student:</b>  Title/Driving Question  Background  Create Your Blast</p> <p><b>Thematic Unit 4 : All for Love</b>  <b>Extended Writing Project</b>  <b>Blast: Descriptive Details</b>  <b>Student:</b>  Title/Driving Question  Background  Create Your Blast</p> <p><b>Thematic Unit 4 : All for Love</b>  <b>Extended Writing Project</b>  <b>Blast: Audience, Purpose and Style</b>  <b>Student:</b>  Title/Driving Question  Background  Create Your Blast  <b>Teacher:</b>  Title/Driving Question  Background  Create Your Blast</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Research</b>  <b>Teacher:</b>  <b>Group Multimedia Presentations</b>  a. Present</p>
d) Assist with setting rules for group work including informal	StudySync Speaking & Listening Handbook



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<p>consensus, taking votes on key issues, presentation of alternate views and goal setting.</p>	<p><b>Presentation Skills, pp. 2-5</b></p> <p><b>Thematic Unit 1: Empathy Research</b>  <b>Teacher:</b>  <b>Conduct the Research</b>  2. Break Students Into Small Groups  3. Assemble the Research in Each Group</p> <p><b>Thematic Unit 2: Leadership Research</b>  <b>Teacher:</b>  <b>Conduct the Research</b>  2. Break Students Into Small Groups  3. Assemble the Research in Each Group</p> <p><b>Thematic Unit 3: Dreams and Aspirations Research</b>  <b>Teacher:</b>  <b>Conduct the Research</b>  2. Break Students Into Small Groups  3. Assemble the Research in Each Group</p> <p><b>Thematic Unit 4: All for Love Instructional Path</b>  <b>The Tragedy of Romeo and Juliet</b>  <b>First Read: The Tragedy of Romeo and Juliet</b>  <b>Student:</b>  4. Think  --Question 6</p> <p><b>Thematic Unit 4: All for Love Research</b>  <b>Teacher:</b>  <b>Conduct the Research</b>  2. Break Students Into Small Groups</p>

Standard	Citations
	3. Assemble the Research in Each Group
e) Assume responsibility for specific group tasks.	<p><b>StudySync Speaking &amp; Listening Handbook Presentation Skills, pp. 3-5</b></p> <p><b>Thematic Unit 1: Empathy Research Teacher:</b>  <b>Conduct the Research</b>  2. Break Students Into Small Groups  3. Assemble the Research in Each Group</p> <p><b>Thematic Unit 2: Leadership Research Teacher:</b>  <b>Conduct the Research</b>  2. Break Students Into Small Groups  3. Assemble the Research in Each Group</p> <p><b>Thematic Unit 3: Dreams and Aspirations Research Teacher:</b>  <b>Conduct the Research</b>  2. Break Students Into Small Groups  3. Assemble the Research in Each Group</p> <p><b>Thematic Unit 4: All for Love Research Teacher:</b>  <b>Conduct the Research</b>  2. Break Students Into Small Groups  3. Assemble the Research in Each Group</p>
f) Share responsibility for collaborative work.	<b>StudySync Speaking &amp; Listening Handbook Presentation Skills, pp. 2-14</b>

Standard	Citations
	<p><b>Thematic Unit 1: Empathy Research</b>  <b>Teacher:</b>  <b>Conduct the Research</b>  2. Break Students Into Small Groups  3. Assemble the Research in Each Group  <b>Present the Research</b></p> <p><b>Thematic Unit 2: Leadership Research</b>  <b>Teacher:</b>  <b>Conduct the Research</b>  2. Break Students Into Small Groups  3. Assemble the Research in Each Group  <b>Present the Research</b></p> <p><b>Thematic Unit 3: Dreams and Aspirations Research</b>  <b>Teacher:</b>  <b>Conduct the Research</b>  2. Break Students Into Small Groups  3. Assemble the Research in Each Group  <b>Present the Research</b></p> <p><b>Thematic Unit 4: All for Love Research</b>  <b>Teacher:</b>  <b>Conduct the Research</b>  2. Break Students Into Small Groups  3. Assemble the Research in Each Group  <b>Present the Research</b></p>
g) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and	StudySync Speaking & Listening Handbook Collaborative Discussions, pp. 2–14

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nonverbal cues.	<p> <b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Ozymandias</b>  <b>First Read: Ozymandias</b>  <b>Teacher:</b> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>--Build Background</li> </ol> </p> <p> <b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>The Case of Susan B. Anthony</b>  <b>First Read: The Case of Susan B. Anthony</b>  <b>Teacher:</b> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>--Build Background</li> </ol> </p> <p> <b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>Sympathy</b>  <b>First Read: Sympathy</b>  <b>Teacher:</b> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>--Build Background</li> </ol> </p> <p> <b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>The Tragedy of Romeo and Juliet</b>  <b>First Read: The Tragedy of Romeo and Juliet</b>  <b>Student:</b> <ol style="list-style-type: none"> <li>2. Read</li> <li>3. SyncTV</li> <li>4. Think</li> <li>--Question 6</li> </ol> </p>

Standard	Citations
	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>2. Read</li> <li>--Discuss</li> <li>3. Sync TV</li> <li>4. Think</li> </ul> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>The Raven</b>  <b>First Read: The Raven</b>  <b>Student:</b></p> <ul style="list-style-type: none"> <li>2. Read</li> <li>4. Think</li> <li>--Question 6</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>2. Read</li> <li>--Discuss</li> <li>4. Think</li> </ul> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>Sonnet 73</b>  <b>First Read: Sonnet 73</b>  <b>Student:</b></p> <ul style="list-style-type: none"> <li>2. Read</li> <li>3. SyncTV</li> <li>4. Think</li> <li>--Question 8</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>2. Read</li> <li>--Discuss</li> <li>3. SyncTV</li> <li>4. Think</li> </ul>
h) Include all group members, acknowledge new information	StudySync Speaking & Listening Handbook

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<p>expressed by others, and value individual contributions made by each group member.</p>	<p><b>Presentation Skills, pp. 2-5</b></p> <p><b>Thematic Unit 1: Empathy Research</b>  <b>Teacher:</b>  <b>Conduct the Research</b>  2. Break Students Into Small Groups  3. Assemble the Research in Each Group</p> <p><b>Thematic Unit 2: Leadership Instructional Path</b>  <b>Ozymandias</b>  <b>First Read: Ozymandias</b>  <b>Student:</b>  4. Think  --Question 7</p> <p><b>Thematic Unit 2: Leadership Instructional Path</b>  <b>The Odyssey, Book XII</b>  <b>First Read: The Odyssey, Book XII</b>  <b>Student:</b>  4. Think  --Question 6</p> <p><b>Thematic Unit 2: Leadership Instructional Path</b>  <b>Four Freedoms Address</b>  <b>First Read: Four Freedoms Address</b>  <b>Student:</b>  4. Think  --Question 8</p> <p><b>Thematic Unit 2: Leadership Research</b></p>

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	<p><b>Teacher:</b>  <b>Conduct the Research</b>  2. Break Students Into Small Groups  3. Assemble the Research in Each Group</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Research</b>  <b>Teacher:</b>  <b>Conduct the Research</b>  2. Break Students Into Small Groups  3. Assemble the Research in Each Group</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Research</b>  <b>Teacher:</b>  <b>Conduct the Research</b>  2. Break Students Into Small Groups  3. Assemble the Research in Each Group</p>
<p><b>i) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.</b></p>	<p><b>StudySync Speaking &amp; Listening Handbook</b>  <b>Collaborative Discussions, pp. 2–14</b></p> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>To Kill a Mockingbird</b>  <b>First Read: To Kill a Mockingbird</b>  <b>Student:</b>  2. Read  4. Think  --Question 8  <b>Teacher:</b>  2. Read  --Discuss  4. Think</p>

Standard	Citations
	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Statement on the Assassination of Martin Luther King, Jr.</b>  <b>First Read: Statement on the Assassination of Martin Luther King, Jr.</b>  <b>Student:</b>              2. Read              4. Think                  --Question 7  <b>Teacher:</b>              2. Read                  --Discuss              4. Think</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Ozymandias</b>  <b>First Read: Ozymandias</b>  <b>Student:</b>              2. Read              4. Think                  --Questions 6-8  <b>Teacher:</b>              2. Read                  --Discuss              4. Think                  --Answer and Discuss</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>The Odyssey, Book XII</b>  <b>First Read: The Odyssey, Book XII</b>  <b>Student:</b>              2. Read              4. Think</p>



Standard	Citations
	<p>--Questions 6-8</p> <p><b>Teacher:</b></p> <p>2. Read</p> <p>--Discuss</p> <p>4. Think</p> <p>--Answer and Discuss</p> <p><b>Thematic Unit 2: Leadership</b></p> <p><b>Instructional Path</b></p> <p><b>Four Freedoms Address</b></p> <p><b>First Read: Four Freedoms Address</b></p> <p><b>Student:</b></p> <p>2. Read</p> <p>4. Think</p> <p>--Questions 6-8</p> <p><b>Teacher:</b></p> <p>2. Read</p> <p>--Discuss</p> <p>4. Think</p> <p>--Answer and Discuss</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b></p> <p><b>Instructional Path</b></p> <p><b>I Know Why the Caged Bird Sings</b></p> <p><b>First Read: I Know Why the Caged Bird Sings</b></p> <p><b>Student:</b></p> <p><b>Student:</b></p> <p>2. Read</p> <p>4. Think</p> <p>--Question 6</p> <p><b>Teacher:</b></p> <p>2. Read</p> <p>--Discuss</p> <p>4. Think</p>

Standard	Citations
	<p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>The Raven</b>  <b>First Read: The Raven</b>  <b>Student:</b>              4. Think                  --Questions 7, 8  <b>Teacher:</b>              4. Think</p>
<p><b>j) Evaluate impact, purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s).</b></p>	<p><b>StudySync Speaking &amp; Listening Handbook</b>  <b>Critical Listening, pp. 15–23</b></p> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Statement on the Assassination of Martin Luther King, Jr.</b>  <b>Close Read: Statement on the Assassination of Martin Luther King, Jr.</b>  <b>Student:</b>              2. Read  <b>Teacher:</b>              2. Read                  --Delineate a Speaker's Argument and Claim</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Mandatory Military Service in America</b>  <b>Close Read: Mandatory Military Service in America</b>  <b>Student:</b>              2. Read  <b>Teacher:</b>              2. Read                  --Delineate a Speaker's Argument and Claim</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b></p>

Standard	Citations
	<p><b>Instructional Path</b>  <b>After Being Convicted of Voting in the 1872 Presidential Election</b>  <b>Close Read: After Being Convicted of Voting in the 1872 Presidential Election</b>  <b>Student:</b>  2. Read  <b>Teacher:</b>  2. Read  --Delineate a Speaker's Argument and Claim</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>The Case of Susan B. Anthony</b>  <b>Close Read: The Case of Susan B. Anthony</b>  <b>Student:</b>  2 Read  <b>Teacher:</b>  2. Read  --Delineate a Speaker's Argument and Claim</p>
<p><b>k) Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.</b></p>	<p><b>StudySync Speaking &amp; Listening Handbook</b>  <b>pp. 12-14, 50-51, 56-58, 77-78</b></p> <p><b>Thematic Unit 1: Empathy</b>  <b>Research</b>  <b>Teacher:</b>  <b>Extension: Respond to and Post the Presentations</b>  5. Write</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Research</b>  <b>Teacher:</b>  <b>Extension: Respond to and Post the Presentations</b>  5. Write</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b></p>

Standard	Citations
	<p><b>Research</b>  <b>Teacher:</b>  <b>Extension: Respond to and Post the Presentations</b>  5. Write</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Research</b>  <b>Teacher:</b>  <b>Extension: Respond to and Post the Presentations</b>  5. Write</p>
<b>9.2 The student will produce, analyze, and evaluate media messages.</b>	
<b>a) Analyze and interpret special effects used in media messages.</b>	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Endangered Dreams: The Great Depression in California</b>  <b>Skill: Media</b>  <b>Student:</b>  3 Your Turn</p> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Endangered Dreams: The Great Depression in California</b>  <b>Close Read: Endangered Dreams: The Great Depression in California</b>  <b>Student:</b>  3. Write</p> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>The Grapes of Wrath</b>  <b>Skill: Media</b>  <b>Teacher:</b>  1. Define  2. Model  --Discuss</p>

Standard	Citations
	<p> <b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>The Grapes of Wrath</b>  <b>Close Read: The Grapes of Wrath</b>  <b>Teacher:</b>  3. Write </p> <p> <b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>The Elephant Man</b>  <b>Close Read: The Elephant Man</b>  <b>Teacher:</b>  3. Write </p> <p> <b>Thematic Unit 1: Empathy</b>  <b>Research</b>  <b>Teacher:</b>  <b>Overview and Suggested Topics</b> </p> <p> <b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>The Odyssey (Graphic Novel)</b>  <b>Close Read: The Odyssey (Graphic Novel)</b>  <b>Teacher:</b>  3. Write </p> <p> <b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>Angela's Ashes Author Frank McCourt Dies at 78</b>  <b>Skill: Media</b>  <b>Student:</b>  1. Define  2. Model  3. Your Turn </p>

Standard	Citations
<p><b>b) Determine the purpose of the media message and its effect on the audience.</b></p>	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Statement on the Assassination of Martin Luther King, Jr.</b>  <b>Skill: Author's Purpose and Author's Point of View</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> </ol> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Endangered Dreams: The Great Depression in California</b>  <b>Skill: Media</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Endangered Dreams: The Great Depression in California</b>  <b>Close Read: Endangered Dreams: The Great Depression in California</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>3. Write</li> </ol> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>The Grapes of Wrath</b>  <b>Skill: Media</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> </ol>

Standard	Citations
	<p>2. Model 3. Your Turn</p> <p><b>Teacher:</b></p> <p>1. Define 2. Model 3. Your Turn</p> <p><b>Thematic Unit 1: Empathy</b> <b>Instructional Path</b> <b>The Grapes of Wrath</b> <b>Close Read: The Grapes of Wrath</b> <b>Teacher:</b> 3. Write</p> <p><b>Thematic Unit 1: Empathy</b> <b>Instructional Path</b> <b>The Elephant Man</b> <b>Close Read: The Elephant Man</b> <b>Teacher:</b> 3. Write</p> <p><b>Thematic Unit 2: Leadership</b> <b>Instructional Path</b> <b>The Odyssey (Graphic Novel)</b> <b>Close Read: The Odyssey (Graphic Novel)</b> <b>Teacher:</b> 3. Write</p> <p><b>Thematic Unit 4: All for Love</b> <b>Instructional Path</b> <b>Angela's Ashes Author Frank McCourt Dies at 78</b> <b>Skill: Media</b> <b>Student:</b> 1. Define 2. Model</p>

Standard	Citations
	3. Your Turn
c) Analyze the purpose of information and persuasive techniques used in diverse media formats.	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Statement on the Assassination of Martin Luther King, Jr.</b>  <b>Skill: Arguments and Claims</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Statement on the Assassination of Martin Luther King, Jr.</b>  <b>Skill: Author's Purpose and Author's Point of View</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Statement on the Assassination of Martin Luther King, Jr.</b>  <b>Blast: Powers of Persuasion</b>  <b>Student:</b>  Title/Driving Question</p>



Standard	Citations
	<p>Background Create Your Blast</p> <p><b>Teacher:</b> Title/Driving Question Background Create Your Blast</p> <p><b>Thematic Unit 1: Empathy</b> <b>Instructional Path</b> <b>Endangered Dreams: The Great Depression in California</b> <b>Skill: Media</b> <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3 Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 1: Empathy</b> <b>Instructional Path</b> <b>Endangered Dreams: The Great Depression in California</b> <b>Close Read: Endangered Dreams: The Great Depression in California</b> <b>Student:</b></p> <ol style="list-style-type: none"> <li>3. Write</li> </ol> <p><b>Thematic Unit 2: Leadership</b> <b>Instructional Path</b> <b>Mandatory Military Service in America</b> <b>Close Read: Mandatory Military Service in America</b> <b>Teacher:</b></p> <ol style="list-style-type: none"> <li>3. Write</li> </ol> <p><b>Thematic Unit 3: Dreams and Aspirations</b></p>

Standard	Citations
	<p><b>Instructional Path</b>  <b>We Choose to Go to the Moon</b>  <b>Skill: Rhetoric</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>Angela's Ashes Author Frank McCourt Dies at 78</b>  <b>Skill: Media</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol>
<p><b>d) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).</b></p>	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>The Jungle</b>  <b>Blast: Media Matters</b>  <b>Student:</b></p> <p>Title/Driving Question  Background  Create Your Blast</p> <p><b>Teacher:</b></p> <p>Title/Driving Question  Background  Create Your Blast</p>

Standard	Citations
	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Statement on the Assassination of Martin Luther King, Jr.</b>  <b>First Read: Statement on the Assassination of Martin Luther King, Jr.</b>  <b>Student:</b>              4. Think              --Question 3</p> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Statement on the Assassination of Martin Luther King, Jr.</b>  <b>Skill: Author's Purpose and Author's Point of View</b>  <b>Student:</b>              1. Define              2. Model              3. Your Turn  <b>Teacher:</b>              1. Define              2. Model              3. Your Turn</p> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Statement on the Assassination of Martin Luther King, Jr.</b>  <b>Close Read: Statement on the Assassination of Martin Luther King, Jr.</b>  <b>Student:</b>              3. Write</p> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Statement on the Assassination of Martin Luther King, Jr.</b>  <b>Blast: Powers of Persuasion</b>  <b>Student:</b>              Title/Driving Question</p>

Standard	Citations
	<p>Background Create Your Blast</p> <p><b>Teacher:</b> Title/Driving Question Background Create Your Blast</p> <p><b>Thematic Unit 2: Leadership</b> <b>Instructional Path</b> <b>Four Freedoms Address</b> <b>First Read: Four Freedoms Address</b> <b>Student:</b> 4. Think --Question 3</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b> <b>Instructional Path</b> <b>After Being Convicted of Voting in the 1872 Election</b> <b>First Read: After Being Convicted of Voting in the 1872 Election</b> <b>Student:</b> 3. Think --Question 2</p>
<p>e) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.</p>	<p><b>Thematic Unit 1: Empathy</b> <b>Instructional Path</b> <b>The Jungle</b> <b>First Read: The Jungle</b> <b>Student:</b> 4. Think --Question 3</p> <p><b>Thematic Unit 1: Empathy</b> <b>Instructional Path</b> <b>The Jungle</b></p>

Standard	Citations
	<p><b>Blast: Media Matters</b>  <b>Student:</b>  Title/Driving Question  Background  Create Your Blast  <b>Teacher:</b>  Title/Driving Question  Background  Create Your Blast</p> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Endangered Dreams: The Great Depression in California</b>  <b>Close Read: Endangered Dreams: The Great Depression in California</b>  <b>Student:</b>  3. Write</p> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Endangered Dreams: The Great Depression in California</b>  <b>Blast: Framing the World</b>  <b>Student:</b>  Title/Driving Question  Background  Create Your Blast  <b>Teacher:</b>  Title/Driving Question  Background  Create Your Blast</p> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>The Grapes of Wrath</b>  <b>Skill: Media</b></p>

Standard	Citations
	<p><b>Student:</b>  2. Model</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>We Choose to Go to the Moon</b>  <b>First Read: We Choose to Go to the Moon</b>  <b>Student:</b>  4. Think  --Question 8</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>Angela's Ashes Author Frank McCourt Dies at 78</b>  <b>Skill: Media</b>  <b>Student:</b>  1. Define  2. Model  3. Your Turn</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>Angela's Ashes Author Frank McCourt Dies at 78</b>  <b>Close Read: Angela's Ashes Author Frank McCourt Dies at 78</b>  <b>Student:</b>  3. Write</p>
<b>f) Describe possible cause and effect relationships between mass media coverage and public opinion trends.</b>	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>The Jungle</b>  <b>Blast: Media Matters</b>  <b>Student:</b>  Title/Driving Question  Background</p>

Standard	Citations
	<p>Create Your Blast</p> <p><b>Teacher:</b></p> <p>Title/Driving Question</p> <p>Background</p> <p>Create Your Blast</p> <p><b>Thematic Unit 1: Empathy</b></p> <p><b>Instructional Path</b></p> <p><b>Statement on the Assassination of Martin Luther King, Jr.</b></p> <p><b>Blast: Powers of Persuasion</b></p> <p><b>Student:</b></p> <p>Title/Driving Question</p> <p>Background</p> <p>Create Your Blast</p> <p><b>Teacher:</b></p> <p>Title/Driving Question</p> <p>Background</p> <p>Create Your Blast</p> <p><b>Thematic Unit 1: Empathy</b></p> <p><b>Instructional Path</b></p> <p><b>Endangered Dreams: The Great Depression in California</b></p> <p><b>Blast: Framing the World</b></p> <p><b>Student:</b></p> <p>Title/Driving Question</p> <p>Background</p> <p>Create Your Blast</p> <p><b>Teacher:</b></p> <p>Title/Driving Question</p> <p>Background</p> <p>Create Your Blast</p> <p><b>Thematic Unit 1: Empathy</b></p> <p><b>Instructional Path</b></p>

Standard	Citations
	<p><b>The Grapes of Wrath</b>  <b>Close Read: The Grapes of Wrath</b>  <b>Student:</b>  3. Write</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>Angela's Ashes Author Frank McCourt Dies at 78</b>  <b>Skill: Media</b>  <b>Student:</b>  1. Define  2. Model  3. Your Turn</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>Angela's Ashes Author Frank McCourt Dies at 78</b>  <b>Close Read: Angela's Ashes Author Frank McCourt Dies at 78</b>  <b>Student:</b>  3. Write</p>
<p><b>g) Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.</b></p>	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>The Grapes of Wrath</b>  <b>Skill: Media</b>  <b>Student:</b>  1. Define  2. Model  3. Your Turn  <b>Teacher:</b>  1. Define  2. Model  3. Your Turn</p>



Standard	Citations
	<p><b>Thematic Unit 1: Empathy</b>  <b>Research</b>  <b>Student:</b>              <b>Conduct the Research</b>              2. Break Students Into Small Groups                  --Gather Resources              3. Assemble the Research in Each Group                  --Focus</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Mandatory Military Service in America</b>  <b>Skill: Reasons and Evidence</b>  <b>Student:</b>              1. Define              2. Model              3. Your Turn</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Mandatory Military Service in America</b>  <b>Close Read: Mandatory Military Service in America</b>  <b>Teacher:</b>              3. Write</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>We Choose to Go to the Moon</b>  <b>Skill: Rhetoric</b>  <b>Student:</b>              1. Define              2. Model              3. Your Turn  <b>Teacher:</b>              1. Define</p>

Standard	Citations
	<p>2. Model 3. Your Turn</p> <p><b>Thematic Unit 4: All for Love</b> <b>Instructional Path</b> <b>Angela's Ashes Author Frank McCourt Dies at 78</b> <b>Skill: Media</b> <b>Student:</b></p> <p>1. Define 2. Model 3. Your Turn</p> <p><b>Thematic Unit 4: All for Love</b> <b>Instructional Path</b> <b>Angela's Ashes Author Frank McCourt Dies at 78</b> <b>Close Read: Angela's Ashes Author Frank McCourt Dies at 78</b> <b>Student:</b></p> <p>3. Write</p>
<p><b>h) Monitor, analyze, and use multiple streams of simultaneous information.</b></p>	<p><b>Thematic Unit 1: Empathy</b> <b>Research</b> <b>Student:</b></p> <p><b>Conduct the Research</b></p> <p>2. Break Students Into Small Groups --Gather Resources</p> <p>3. Assemble the Research in Each Group --Focus</p> <p><b>Thematic Unit 2: Leadership</b> <b>Research</b> <b>Student:</b></p> <p><b>Conduct the Research</b></p> <p>2. Break Students Into Small Groups --Gather Resources</p> <p>3. Assemble the Research in Each Group</p>

Standard	Citations
	<p>--Focus</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Extended Writing Project</b>  <b>Skill: Research and Note-Taking</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Research</b>  <b>Student:</b></p> <p><b>Conduct the Research</b></p> <ol style="list-style-type: none"> <li>2. Break Students Into Small Groups  --Gather Resources</li> <li>3. Assemble the Research in Each Group  --Focus</li> </ol> <p><b>Thematic Unit 4: All for Love</b>  <b>Research</b>  <b>Student:</b></p> <p><b>Conduct the Research</b></p> <ol style="list-style-type: none"> <li>2. Break Students Into Small Groups  --Gather Resources</li> <li>3. Assemble the Research in Each Group  --Focus</li> </ol>
i) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.	<b>StudySync Speaking &amp; Listening Handbook</b> <b>Research Using Various Media, pp. 24–43</b>

Standard	Citations
	<p><b>Thematic Unit 1: Empathy</b>  <b>Research</b>  <b>Student:</b>              <b>Conduct the Research</b>              3. Assemble the Research in Each Group                  --Focus</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Research</b>  <b>Student:</b>              <b>Conduct the Research</b>              3. Assemble the Research in Each Group                  --Focus</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Extended Writing Project</b>  <b>Skill: Research and Note-Taking</b>  <b>Student:</b>              1. Define              2. Model              3. Your Turn  <b>Teacher:</b>              1. Define              2. Model              3. Your Turn</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Extended Writing Project</b>  <b>Skill: Sources and Citations</b>  <b>Student:</b>              1. Define              2. Model              3. Your Turn  <b>Teacher:</b>              1. Define</p>

Standard	Citations
	<p>2. Model 3. Your Turn</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b> <b>Research</b> <b>Student:</b>     <b>Conduct the Research</b> 3. Assemble the Research in Each Group     --Focus</p> <p><b>Thematic Unit 4: All for Love</b> <b>Research</b> <b>Student:</b>     <b>Conduct the Research</b> 3. Assemble the Research in Each Group     --Focus</p>
<p><b>9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</b></p>	
<p><b>a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.</b></p>	<p><b>Additional Resources</b> <b>StudySync Vocabulary Workbook, Student Edition</b> pp. 11-18</p> <p><b>Thematic Unit 1: Empathy</b> <b>Instructional Path</b> <b>Marigolds</b> <b>Skill: Greek and Latin Affixes and Roots</b> <b>Student:</b>     1. Define     2. Model     3. Your Turn <b>Teacher:</b></p>

Standard	Citations
	<p>1. Define 2. Model 3. Your Turn</p> <p><b>Access Handouts:</b> --Access 1-4</p> <p><b>Thematic Unit 2: Leadership</b> <b>Instructional Path</b> <b>Pericles' Funeral Oration</b> <b>Skill: Word Meaning</b> <b>Student:</b> 1. Define 2. Model</p> <p><b>Student:</b> 1. Define 2. Model</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b> <b>Instructional Path</b> <b>The Case of Susan B. Anthony</b> <b>First Read: The Case of Susan B. Anthony</b> <b>Core Handouts:</b> --Grammar</p> <p><b>Thematic Unit 4: All for Love</b> <b>Instructional Path</b> <b>Why We Love: The Nature and Chemistry of Romantic Love</b> <b>Skill: Technical Language</b> <b>Student:</b> 2. Model</p> <p><b>Student:</b> 2. Model --Discuss</p>

Standard	Citations
<p><b>b) Use context, structure, and connotations to determine meanings of words and phrases.</b></p>	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Harvest Gypsies</b>  <b>First Read: Harvest Gypsies</b>  <b>Student:</b>  2. Read  3. Think  --Questions 4, 5  <b>Teacher:</b>  2. Read  --Make Predictions About Vocabulary  3. Think  --Questions 4, 5</p> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Endangered Dreams: The Great Depression in California</b>  <b>First Read: Endangered Dreams: The Great Depression in California</b>  <b>Student:</b>  2. Read  3. Think  --Questions 4, 5  <b>Teacher:</b>  2. Read  --Make Predictions About Vocabulary  3. Think  --Questions 4, 5</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>The Odyssey, Book XII</b>  <b>First Read: The Odyssey, Book XII</b>  <b>Student:</b>  2. Read  4. Think</p>

Standard	Citations
	<p>--Questions 4, 5</p> <p><b>Teacher:</b></p> <p>2. Read</p> <p>--Make Predictions About Vocabulary</p> <p>4. Think</p> <p>--Questions 4, 5</p> <p><b>Thematic Unit 2: Leadership</b></p> <p><b>Instructional Path</b></p> <p><b>Pericles' Funeral Oration</b></p> <p><b>Skill: Word Meaning</b></p> <p><b>Student:</b></p> <p>1. Define</p> <p>2. Model</p> <p>3. Your Turn</p> <p><b>Teacher:</b></p> <p>1. Define</p> <p>2. Model</p> <p>3. Your Turn</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b></p> <p><b>Instructional Path</b></p> <p><b>I Know Why the Caged Bird Sings</b></p> <p><b>First Read: I Know Why the Caged Bird Sings</b></p> <p><b>Student:</b></p> <p>2. Read</p> <p>4. Think</p> <p>--Questions 4, 5</p> <p><b>Teacher:</b></p> <p>2. Read</p> <p>--Make Predictions About Vocabulary</p> <p>4. Think</p> <p>--Questions 4, 5</p> <p><b>Thematic Unit 4: All for Love</b></p>



Standard	Citations
	<p><b>Instructional Path</b>  <b>The Gift of the Magi</b>  <b>First Read: The Gift of the Magi</b>  <b>Student:</b>              2. Read              4. Think                  --Questions 4, 5  <b>Teacher:</b>              2. Read                  --Make Predictions About Vocabulary              4. Think                  --Questions 4, 5</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>Sonnet 73</b>  <b>First Read: Sonnet 73</b>  <b>Student:</b>              2. Read              3. Think                  --Questions 4, 5  <b>Teacher:</b>              2. Read                  --Make Predictions About Vocabulary              3. Think                  --Questions 4, 5</p>
<p><b>c) Discriminate between connotative and denotative meanings and interpret the connotation.</b></p>	<p><b>Additional Resources</b>  <b>StudySync Vocabulary Workbook, Student Edition</b>          pp. 95-96</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>Sympathy</b>  <b>Skill: Connotation and Denotation</b></p>

Standard	Citations
	<p><b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Core Handouts:</b></p> <p>--Graphic Organizer</p> <p><b>Access Handouts:</b></p> <p>--Access 1-4</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>Sympathy</b>  <b>Close Read: Sympathy</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>3. Write</li> </ol> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>After Being Convicted of Voting in the 1872 Presidential Election</b>  <b>Skill: Connotation and Denotation</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Access Handouts:</b></p> <p>--Access 1-4</p>

Standard	Citations
	<p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>The Raven</b>  <b>Skill: Connotation and Denotation</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Access Handouts:</b>  --Access 1-4</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>The Raven</b>  <b>Close Read: The Raven</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>3. Write</li> </ol>
<p><b>d) Identify the meaning of common idioms.</b></p>	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Lift Every Voice and Sing</b>  <b>Skill: Figurative Language</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>2. Model</li> </ol> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>Sympathy</b>  <b>Skill: Connotation and Denotation</b>  <b>Access Handouts:</b></p>

Standard	Citations
	<p>--Access 1</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>I Know Why the Caged Bird Sings</b>  <b>Skill: Figurative Language</b>  <b>Student:</b>  2. Model  <b>Teacher:</b>  1. Define</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>Romantic Love: Reality or Myth?</b>  <b>Skill: Connotation and Denotation</b>  <b>Access Handouts:</b>  --Access 1</p>
<p><b>e) Explain the meaning of literary and classical allusions and figurative language in text.</b></p>	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Lift Every Voice and Sing</b>  <b>Skill: Figurative Language</b>  <b>Student:</b>  1. Define  2. Model  3. Your Turn  <b>Teacher:</b>  1. Define  2. Model  3. Your Turn</p> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Lift Every Voice and Sing</b></p>

Standard	Citations
	<p><b>Close Read: Lift Every Voice and Sing</b>  <b>Student:</b>  3. Write</p> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Harvest Gypsies</b>  <b>Blast: Moving Words</b>  <b>Student:</b>  Title/Driving Question  Background  Create Your Blast  <b>Teacher:</b>  Title/Driving Question  Background  Create Your Blast</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>Sympathy</b>  <b>Close Read: Sympathy</b>  <b>Student:</b>  3. Write</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>I Know Why the Caged Bird Sings</b>  <b>Skill: Figurative Language</b>  <b>Student:</b>  1. Define  2. Model  3. Your Turn  <b>Teacher:</b>  1. Define  2. Model</p>

Standard	Citations
	<p>3. Your Turn  <b>Access Handouts:</b>  --Access 1-4</p>
<p><b>f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</b></p>	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Statement on the Assassination of Martin Luther King, Jr.</b>  <b>First Read: Statement on the Assassination of Martin Luther King, Jr.</b>  <b>Teacher:</b>  4. Think  --SyncTV Style Discussion</p> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Endangered Dreams</b>  <b>First Read: Endangered Dreams</b>  <b>Teacher:</b>  2. Read  --Make Predictions About Vocabulary</p> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Tuesday Siesta</b>  <b>First Read: Tuesday Siesta</b>  <b>Teacher:</b>  1. Introduction  --Build Background  2. Make Predictions About Vocabulary</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>I Know Why the Caged Bird Sings</b>  <b>First Read: I Know Why the Caged Bird Sings</b>  <b>Student:</b></p>

Standard	Citations
	<p>3. SyncTV 4. Think</p> <p><b>Teacher:</b> 3. SyncTV 4. Think ---SyncTV Style Discussion</p> <p><b>Thematic Unit 4: All for Love</b> <b>Instructional Path</b> <b>The Raven</b> <b>First Read: The Raven</b> <b>Student:</b> 4. Think <b>Teacher:</b> 4. Think --SyncTV Style Discussion</p> <p><b>Thematic Unit 4: All for Love</b> <b>Instructional Path</b> <b>Why We Love: The Nature and Chemistry of Romantic Love</b> <b>Skill: Technical Language</b> <b>Student:</b> 1. Define 2. Model 3. Your Turn <b>Teacher:</b> 1. Define --Read and Discuss 2. Model 3. Your Turn</p> <p><b>Thematic Unit 4: All for Love</b> <b>Instructional Path</b> <b>Frank McCourt, Whose Irish Childhood Illuminated His Prose, Is Dead at 78</b></p>

Standard	Citations
	<p><b>First Read: Frank McCourt, Whose Irish Childhood Illuminated His Prose, Is Dead at 78</b></p> <p><b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Read</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Introduction <ul style="list-style-type: none"> <li>--Build Background</li> </ul> </li> <li>2. Read <ul style="list-style-type: none"> <li>--Make Predictions About Vocabulary</li> </ul> </li> </ol>
<p><b>9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.</b></p>	
<p><b>a) Identify the characteristics that distinguish literary forms.</b></p>	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Tuesday Siesta</b>  <b>Skill: Story Structure</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Tuesday Siesta</b>  <b>Close Read: Tuesday Siesta</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>3. Write</li> </ol>



Standard	Citations
	<p> <b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Ozymandias</b>  <b>Skill: Alliteration, Consonance, and Assonance</b>  <b>Student:</b> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> </p> <p> <b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>The Odyssey</b>  <b>Skill: Plot</b>  <b>Student:</b> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> </p> <p> <b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>The Odyssey (Graphic Novel)</b>  <b>Close Read: The Odyssey (Graphic Novel)</b>  <b>Student:</b> <ol style="list-style-type: none"> <li>3. Write</li> </ol> </p> <p> <b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>The Raven</b>  <b>Skill: Poetic Structure</b>  <b>Student:</b> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <b>Teacher:</b> <ol style="list-style-type: none"> <li>1. Define</li> </ol> </p>

Standard	Citations
	<p>2. Model 3. Your Turn</p> <p><b>Thematic Unit 4: All for Love</b> <b>Instructional Path</b> <b>West Side Story</b> <b>Skill: Media</b> <b>Student:</b></p> <p>1. Define 2. Model 3. Your Turn</p> <p><b>Thematic Unit 4: All for Love</b> <b>Instructional Path</b> <b>Sonnet 73</b> <b>Skill: Poetic Structure</b> <b>Student:</b></p> <p>1. Define 2. Model 3. Your Turn</p> <p><b>Teacher:</b></p> <p>1. Define 2. Model 3. Your Turn</p> <p><b>Thematic Unit 4: All for Love</b> <b>Instructional Path</b> <b>Sonnet 73</b> <b>Close Read: Sonnet 73</b> <b>Student:</b></p> <p>3. Write</p>
b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.	<p><b>Thematic Unit 1: Empathy</b> <b>Instructional Path</b> <b>Marigolds</b></p>

Standard	Citations
	<p><b>Skill: Character</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Lift Every Voice and Sing</b>  <b>Skill: Tone</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Tuesday Siesta</b>  <b>Skill: Story Structure</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Ozymandias</b>  <b>Skill: Theme</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> </ol>

Standard	Citations
	<p>3. Your Turn</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>1984</b>  <b>Skill: Point of View</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>The Odyssey</b>  <b>Skill: Plot</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol>
c) Interpret how themes are connected across texts.	<p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>The Tragedy of Romeo and Juliet</b>  <b>Skill: Compare and Contrast</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> </ol>

Standard	Citations
	<p>3. Your Turn</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>West Side Story</b>  <b>Close Read: West Side Story</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>West Side Story</b>  <b>Blast: To Have Loved and Lost</b>  <b>Student:</b></p> <p>Background</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Research</b>  Overview  --“What makes love so timeless?”</p>
<p><b>d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.</b></p>	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Mending Wall</b>  <b>Close Read: Mending Wall</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>3. Write</li> </ol> <p><b>Thematic Unit 2: Leadership</b></p>

Standard	Citations
	<p><b>Instructional Path</b>  <b>Ozymandias</b>  <b>Skill: Alliteration, Consonance, and Assonance</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>1984</b>  <b>Skill: Figurative Language</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>Sympathy</b>  <b>Close Read: Sympathy</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>3. Write</li> </ol> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>I Know Why the Caged Bird Sings</b>  <b>Skill: Figurative Language</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> </ol>

Standard	Citations
	<p>3. Your Turn</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>The Raven</b>  <b>Skill: Poetic Structure</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>Sonnet 73</b>  <b>Close Read: Sonnet 73</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>3. Write</li> </ol>
<p><b>e) Analyze the cultural or social function of a literary text.</b></p>	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Tuesday Siesta</b>  <b>Skill: Cultural Context</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol>

Standard	Citations
	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Tuesday Siesta</b>  <b>Close Read: Tuesday Siesta</b>  <b>Student:</b></p> <ul style="list-style-type: none"> <li>2. Read</li> <li>--Skills Focus 2, 3</li> <li>3. Write</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>2. Read</li> <li>3. Write</li> <li>--Write</li> </ul> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>1984</b>  <b>Skill: Point of View</b>  <b>Student:</b></p> <ul style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ul> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>1984</b>  <b>Close Read: 1984</b>  <b>Student:</b></p> <ul style="list-style-type: none"> <li>2. Read</li> <li>--Skills Focus 1-2, 4</li> <li>3. Write</li> </ul> <p><b>Teacher:</b></p>



Standard	Citations
	<p>2. Read 3. Write --Prewrite and Plan --Write</p> <p><b>Thematic Unit 2: Leadership Instructional Path In the Time of the Butterflies Skill: Cultural Context Student:</b></p> <p>1. Define 2. Model 3. Your Turn</p> <p><b>Teacher:</b></p> <p>1. Define 2. Model 3. Your Turn</p> <p><b>Thematic Unit 2: Leadership Instructional Path In the Time of the Butterflies Close Read: In the Time of the Butterflies Student:</b></p> <p>2. Read --Skills Focus 1-5</p> <p><b>Teacher:</b></p> <p>2. Read</p>
f) Explain the relationship between the author’s style and literary effect.	<p><b>Thematic Unit 1: Empathy Instructional Path Tuesday Siesta Skill: Story Structure Student:</b></p> <p>1. Define 2. Model 3. Your Turn</p>

Standard	Citations
	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Tuesday Siesta</b>  <b>Close Read: Tuesday Siesta</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>2. Read  --Skills Focus 1-4</li> <li>3. Write</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>2. Read</li> <li>3. Write  --Write</li> </ol> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>The Lady, or the Tiger?</b>  <b>Skill: Story Structure</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>The Lady, or the Tiger?</b>  <b>Close Read: The Lady, or the Tiger?</b></p>

Standard	Citations
	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>2. Read</li> <li>--Skills Focus 2, 5</li> <li>3. Write</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>2. Read</li> <li>3. Write</li> <li>--Prewrite and Plan</li> <li>--Write</li> </ul> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>The Raven</b>  <b>Skill: Poetic Structure</b></p> <p><b>Student:</b></p> <ul style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ul> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>The Raven</b>  <b>Close Read: The Raven</b></p> <p><b>Student:</b></p> <ul style="list-style-type: none"> <li>2. Read</li> <li>--Skills Focus 1, 2</li> <li>3. Write</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>2. Read</li> <li>3. Write</li> <li>--Prewrite and Plan</li> </ul>

Standard	Citations
	<p>--Write</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>Sonnet 73</b>  <b>Skill: Poetic Structure</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>Sonnet 73</b>  <b>Close Read: Sonnet 73</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>2. Read <ul style="list-style-type: none"> <li>--Skills Focus 1, 3</li> </ul> </li> <li>3. Write</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>2. Read</li> <li>3. Write <ul style="list-style-type: none"> <li>--Prewrite and Plan</li> <li>--Write</li> </ul> </li> </ol>
g) Explain the influence of historical context on the form, style, and point of view of a written work.	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>The Jungle</b>  <b>Close Read: The Jungle</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>4. Think</li> </ol>

Standard	Citations
	<p>--Question 8</p> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Tuesday Siesta</b>  <b>Skill: Cultural Context</b>  <b>Student:</b>  2. Model</p> <p><b>Thematic Unit 1: Empathy</b>  <b>Research</b>  Overview  --Suggested Topics</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Washington's Farewell Address</b>  <b>Close Read: Washington's Farewell Address</b>  <b>Student:</b>  3. Write  <b>Teacher:</b>  3. Write</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>West Side Story</b>  <b>Close Read: West Side Story</b>  <b>Student:</b>  3. Write</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>Angela's Ashes</b>  <b>Close Read: Angela's Ashes</b></p>

Standard	Citations
	<b>Student:</b> 3. Write
<b>h) Compare and contrast authors' use of literary elements within a variety of genres.</b>	<b>Thematic Unit 1: Empathy</b> <b>Instructional Path</b> <b>Living to Tell the Tale</b> <b>Close Read: Living to Tell the Tale</b> <b>Student:</b> 3. Write  <b>Thematic Unit 2: Leadership</b> <b>Instructional Path</b> <b>Ozymandias</b> <b>Skill: Alliteration, Consonance, and Assonance</b> <b>Student:</b> 1. Define 2. Model 3. Your Turn <b>Teacher:</b> 1. Define 2. Model 3. Your Turn  <b>Thematic Unit 2: Leadership</b> <b>Instructional Path</b> <b>1984</b> <b>Skill: Figurative Language</b> <b>Student:</b> 1. Define 2. Model 3. Your Turn <b>Teacher:</b> 1. Define 2. Model 3. Your Turn

Standard	Citations
	<p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>Sympathy</b>  <b>Close Read: Sympathy</b>  <b>Student:</b>  3. Write</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>The Tragedy of Romeo and Juliet</b>  <b>Skill: Compare and Contrast</b>  <b>Student:</b>  1. Define  2. Model  3. Your Turn</p> <p><b>Teacher:</b>  1. Define  2. Model  3. Your Turn</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>West Side Story</b>  <b>Close Read: West Side Story</b>  <b>Student:</b>  3. Write</p>
i) Analyze how the author’s specific word choices and syntax impact the author’s purpose.	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Lift Every Voice and Sing</b>  <b>Skill: Tone</b>  <b>Student:</b>  1. Define  2. Model</p>

Standard	Citations
	<p>3. Your Turn</p> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Lift Every Voice and Sing</b>  <b>Close Read: Lift Every Voice and Sing</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>3. Write</li> </ol> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Harvest Gypsies</b>  <b>Blast: Moving Words</b>  <b>Student:</b></p> <p>Title/Driving Question  Background  Create Your Blast</p> <p><b>Teacher:</b></p> <p>Title/Driving Question  Background  Create Your Blast</p> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>The Elephant Man</b>  <b>Skill: Tone</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol>



Standard	Citations
	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Mending Wall</b>  <b>Skill: Figurative Language</b>  <b>Student:</b>  2. Model</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Ozymandias</b>  <b>Skill: Alliteration, Consonance, and Assonance</b>  <b>Student:</b>  1. Define  2. Model  3. Your Turn  <b>Teacher:</b>  1. Define  2. Model  3. Your Turn</p>
<p><b>j) Make inferences and draw conclusions using references from the text(s) for support.</b></p>	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>To Kill a Mockingbird</b>  <b>Skill: Textual Evidence</b>  <b>Student:</b>  1. Define  2. Model  3. Your Turn  <b>Teacher:</b>  1. Define  2. Model  3. Your Turn</p> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b></p>

Standard	Citations
	<p><b>To Kill a Mockingbird</b>  <b>Close Read: To Kill a Mockingbird</b>  <b>Student:</b></p> <ul style="list-style-type: none"> <li>2. Read</li> <li>--Skills Focus 1-6</li> <li>3. Write</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>2. Read</li> <li>3. Write</li> <li>--Prewrite and Plan</li> <li>--Write</li> </ul> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Lift Every Voice and Sing</b>  <b>Skill: Textual Evidence</b>  <b>Student:</b></p> <ul style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ul> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Lift Every Voice and Sing</b>  <b>Close Read: Lift Every Voice and Sing</b>  <b>Student:</b></p> <ul style="list-style-type: none"> <li>2. Read</li> <li>--Skills Focus 1, 2, 4, 5</li> <li>3. Write</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>2. Read</li> </ul>

Standard	Citations
	<p>3. Write --Prewrite and Plan</p> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Mending Wall</b>  <b>Skill: Textual Evidence</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Mending Wall</b>  <b>Close Read: Mending Wall</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>2. Read --Skills Focus 1, 4, 5</li> <li>3. Write</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>2. Read</li> <li>3. Write --Prewrite and Plan --Write</li> </ol> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>Of Mice and Men</b>  <b>Skill: Textual Evidence</b>  <b>Student:</b></p>

Standard	Citations
	<ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>Of Mice and Men</b>  <b>Close Read: Of Mice and Men</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>2. Read --Skills Focus 1-5</li> <li>3. Write</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>2. Read</li> <li>3. Write --Prewrite and Plan --Write</li> </ol>
<p><b>k) Compare/contrast details in literary and informational nonfiction texts.</b></p>	<p><b>Thematic Unit 1: Empathy</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Argumentative Writing</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Intro</li> </ol> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Washington's Farewell Address</b>  <b>Skill: Compare and Contrast</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol>

Standard	Citations
	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Mandatory Military Service In America</b>  <b>Close Read: Mandatory Military Service In America</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>3. Write</li> </ol> <p><b>Thematic Unit 2: Leadership</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Literary Analysis</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Intro</li> </ol> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>United States vs. Susan B. Anthony: Justice Ward Hunt's Ruling</b>  <b>Skill: Compare and Contrast</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol>
<p><b>I) Use reading strategies to monitor comprehension throughout the reading process.</b></p>	<p><b>Grade 9</b>  <b>Program Overview</b>  <b>Text Complexity Charts Units 1-4</b></p>

Standard	Citations
	<p> <b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>To Kill a Mockingbird</b>  <b>First Read: To Kill a Mockingbird</b>  <b>Student:</b> <ul style="list-style-type: none"> <li>1. Intro</li> <li>2. Read</li> </ul> <b>Teacher:</b> <ul style="list-style-type: none"> <li>1. Introduction <ul style="list-style-type: none"> <li>--Read</li> </ul> </li> <li>2. Read <ul style="list-style-type: none"> <li>--Model Reading Comprehension Strategy</li> <li>--Read and Annotate</li> </ul> </li> </ul> </p> <p> <b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>To Kill a Mockingbird</b>  <b>Close Read: To Kill a Mockingbird</b>  <b>Student:</b> <ul style="list-style-type: none"> <li>2. Read</li> </ul> <b>Teacher:</b> <ul style="list-style-type: none"> <li>2. Read <ul style="list-style-type: none"> <li>--Model Close Reading</li> <li>--Read and Annotate</li> </ul> </li> </ul> </p> <p> <b>Grade 9 Unit 1 Pacing Guide</b> <ul style="list-style-type: none"> <li>--Anchor Text Reading Schedule</li> <li>--Connect Anchor Text to Thematic Unit Selection</li> </ul> </p> <p> <b>Literature Unit 1: To Kill a Mockingbird</b>  <b>Instructional Path</b>  <b>Novel Reading Guide</b>    <b>Grade 9</b> </p>

Standard	Citations
	<p><b>Program Overview</b>  <b>Text Complexity Charts Units 1-4</b></p> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>The Odyssey, Book XII</b>  <b>First Read: The Odyssey, Book XII</b>  <b>Student:</b> <ol style="list-style-type: none"> <li>1. Intro</li> <li>2. Read</li> </ol> <b>Teacher:</b> <ol style="list-style-type: none"> <li>1. Introduction <ul style="list-style-type: none"> <li>--Read</li> </ul> </li> <li>2. Read <ul style="list-style-type: none"> <li>--Model Reading Comprehension Strategy</li> <li>--Read and Annotate</li> </ul> </li> </ol> <b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>The Odyssey, Book XII</b>  <b>Close Read: The Odyssey</b>  <b>Student:</b> <ol style="list-style-type: none"> <li>2. Read</li> </ol> <b>Teacher:</b> <ol style="list-style-type: none"> <li>2. Read <ul style="list-style-type: none"> <li>--Model Close Reading</li> <li>--Read and Annotate</li> </ul> </li> </ol> <b>Grade 9 Unit 2 Pacing Guide</b> <ul style="list-style-type: none"> <li>--Anchor Text Reading Schedule</li> <li>--Connect Anchor Text to Thematic Unit Selection</li> </ul> <b>Literature Unit 2: The Odyssey, Book XII</b>  <b>Instructional Path</b></p>

Standard	Citations
	<p><b>Epic Poetry Reading Guide</b></p> <p><b>Grade 9</b>  <b>Program Overview</b>  <b>Text Complexity Charts Units 1-4</b></p> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>The Tragedy of Romeo and Juliet</b>  <b>First Read: The Tragedy of Romeo and Juliet</b>  <b>Student:</b> <ol style="list-style-type: none"> <li>1. Intro</li> <li>2. Read</li> </ol> <b>Teacher:</b> <ol style="list-style-type: none"> <li>1. Introduction <ul style="list-style-type: none"> <li>--Read</li> </ul> </li> <li>2. Read <ul style="list-style-type: none"> <li>--Model Reading Comprehension Strategy</li> <li>--Read and Annotate</li> </ul> </li> </ol> <b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>The Tragedy of Romeo and Juliet</b>  <b>Close Read: The Tragedy of Romeo and Juliet</b>  <b>Student:</b> <ol style="list-style-type: none"> <li>2. Read</li> </ol> <b>Teacher:</b> <ol style="list-style-type: none"> <li>2. Read <ul style="list-style-type: none"> <li>--Model Close Reading</li> <li>--Read and Annotate</li> </ul> </li> </ol> <b>Grade 9 Unit 4 Pacing Guide</b> <ul style="list-style-type: none"> <li>--Anchor Text Reading Schedule</li> <li>--Connect Anchor Text to Thematic Unit Selection</li> </ul> </p>



Standard	Citations
	<b>Literature Unit 4: The Tragedy of Romeo and Juliet</b> <b>Instructional Path</b> <b>Drama Reading Guide</b>
<b>9.5 The student will read and analyze a variety of nonfiction texts.</b>	
<b>a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.</b>	<b>Thematic Unit 1: Empathy</b> <b>Instructional Path</b> <b>Harvest Gypsies</b> <b>Skill: Informational Text Elements</b> <b>Student:</b> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <b>Teacher:</b> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <b>Thematic Unit 2: Leadership</b> <b>Instructional Path</b> <b>Thanksgiving Proclamation</b> <b>Skill: Central or Main Idea</b> <b>Student:</b> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <b>Teacher:</b> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <b>Thematic Unit 2: Leadership</b> <b>Instructional Path</b> <b>Ancient Greece: A Political, Social, and Cultural History</b> <b>Skill: Informational Text Elements</b>

Standard	Citations
	<p><b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Pericles' Funeral Oration</b>  <b>Skill: Informational Text Elements</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Mandatory Military Service in America</b>  <b>Skill: Reasons and Evidence</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Mandatory Military Service in America</b>  <b>Close Read: Mandatory Military Service in America</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>3. Write</li> </ol> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Extended Writing Project</b>  <b>Skill: Organizing Informative Writing</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> </ol>

Standard	Citations
	2. Model 3. Your Turn <b>Access Handouts:</b> Access 2
<b>b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.</b>	<b>Thematic Unit 1: Empathy</b> <b>Instructional Path</b> <b>Living to Tell the Tale</b> <b>Skill: Textual Evidence</b> <b>Student:</b> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <b>Teacher:</b> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <b>Thematic Unit 1: Empathy</b> <b>Instructional Path</b> <b>Living to Tell the Tale</b> <b>Close Read: Living to Tell the Tale</b> <b>Student:</b> <ol style="list-style-type: none"> <li>2. Read               <ul style="list-style-type: none"> <li>--Skills Focus 1-5</li> </ul> </li> <li>3. Write</li> </ol> <b>Teacher:</b> <ol style="list-style-type: none"> <li>2. Read</li> <li>3. Write               <ul style="list-style-type: none"> <li>--Prewrite and Plan</li> <li>--Write</li> </ul> </li> </ol> <b>Thematic Unit 3: Dreams and Aspirations</b> <b>Instructional Path</b> <b>First Read: Only Daughter</b>

Standard	Citations
	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>2. Read</li> <li>3. Think <ul style="list-style-type: none"> <li>--Questions 1-3</li> </ul> </li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>2. Read <ul style="list-style-type: none"> <li>--Make Predictions About Vocabulary</li> <li>--Model Reading Comprehension Strategy</li> <li>--Read and Annotate</li> <li>--Discuss</li> </ul> </li> <li>3. Think</li> </ul> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>United States v. Susan B. Anthony: Justice Ward Hunt's Court Ruling</b>  <b>First Read: United States v. Susan B. Anthony: Justice Ward Hunt's Court Ruling</b></p> <p><b>Student:</b></p> <ul style="list-style-type: none"> <li>2. Read</li> <li>3. Think <ul style="list-style-type: none"> <li>--Questions 1-3</li> </ul> </li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>2. Read <ul style="list-style-type: none"> <li>--Make Predictions About Vocabulary</li> <li>--Model Reading Comprehension Strategy</li> <li>--Read and Annotate</li> <li>--Discuss</li> </ul> </li> <li>3. Think</li> </ul>
c) Analyze the author's qualifications, viewpoint, and impact.	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Statement on the Assassination of Martin Luther King, Jr.</b>  <b>Skill: Author's Purpose and Author's Point of View</b></p> <p><b>Student:</b></p> <ul style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> </ul>

Standard	Citations
	<p>3. Your Turn</p> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 1: Empathy</b>  <b>Research</b>  <b>Teacher:</b>  <b>Conduct the Research</b></p> <ol style="list-style-type: none"> <li>2. Break Students Into Small Groups  --Gather Resources</li> <li>3. Assemble the Research in Each Group  --Focus</li> </ol> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Mandatory Military Service in America</b>  <b>Skill: Arguments and Claims</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Mandatory Military Service in America</b>  <b>Skill: Reasons and Evidence</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b></p>

Standard	Citations
	<p><b>Mandatory Military Service in America</b>  <b>Close Read: Mandatory Military Service in America</b>  <b>Teacher:</b>  3. Write</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>We Choose to Go to the Moon</b>  <b>Skill: Rhetoric</b>  <b>Student:</b>  1. Define  2. Model  3. Your Turn  <b>Teacher:</b>  1. Define  2. Model  3. Your Turn</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>Angela's Ashes Author Frank McCourt Dies at 78</b>  <b>Close Read: Angela's Ashes Author Frank McCourt Dies at 78</b>  <b>Student:</b>  3. Write</p>
<p><b>d) Recognize an author's intended purpose for writing and identify the main idea.</b></p>	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Endangered Dreams: The Great Depression in California</b>  <b>Skill: Central or Main Idea</b>  <b>Student:</b>  1. Define  2. Model  3. Your Turn  <b>Teacher:</b></p>

Standard	Citations
	<ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Endangered Dreams: The Great Depression in California</b>  <b>Close Read: Endangered Dreams: The Great Depression in California</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>2. Read</li> <li>--Skills Focus 1-3</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>2. Read</li> </ol> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Thanksgiving Proclamation</b>  <b>Skill: Central or Main Idea</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Thanksgiving Proclamation</b>  <b>Close Read: Thanksgiving Proclamation</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>2. Read</li> <li>--Skills Focus 1, 3, 5</li> <li>3. Write</li> </ol>

Standard	Citations
	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>2. Read</li> <li>3. Write</li> <li>--Write</li> </ol> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>I Know Why the Caged Bird Sings</b>  <b>Skill: Central or Main Idea</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>I Know Why the Caged Bird Sings</b>  <b>Close Read: I Know Why the Caged Bird Sings</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>2. Read</li> <li>--Skills Focus 2, 3</li> <li>3. Write</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>2. Read</li> <li>3. Write</li> <li>--Prewrite and Plan</li> </ol>
<p>e) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p>	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Harvest Gypsies</b>  <b>First Read: Harvest Gypsies</b>  <b>Student:</b></p>



Standard	Citations
	<p>3. Think --Questions 1-3</p> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Living to Tell the Tale</b>  <b>Close Read: Living to Tell the Tale</b>  <b>Student:</b>  3. Write</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Thanksgiving Proclamation</b>  <b>Close Read: Thanksgiving Proclamation</b>  <b>Student:</b>  2. Read  3. Write  <b>Teacher:</b>  2. Read  3. Write</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Washington's Farewell Address</b>  <b>Skill: Compare and Contrast</b>  <b>Student:</b>  1. Define  2. Model  3. Your Turn  <b>Teacher:</b>  1. Define  2. Model  3. Your Turn</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b></p>

Standard	Citations
	<b>Instructional Path</b> <b>United States vs. Susan B. Anthony: Justice Ward Hunt's Ruling</b> <b>First Read: United States vs. Susan B. Anthony: Justice Ward Hunt's Ruling</b> <b>Student:</b> <ol style="list-style-type: none"> <li>Think</li> </ol> --Questions 1-3
<b>f) Identify characteristics of expository, technical, and persuasive texts.</b>	<b>Thematic Unit 1: Empathy</b> <b>Instructional Path</b> <b>Harvest Gypsies</b> <b>Skill: Informational Text Elements</b> <b>Student:</b> <ol style="list-style-type: none"> <li>Define</li> <li>Model</li> <li>Your Turn</li> </ol> <b>Teacher:</b> <ol style="list-style-type: none"> <li>Define</li> <li>Model</li> <li>Your Turn</li> </ol> <b>Thematic Unit 1: Empathy</b> <b>Extended Writing Project</b> <b>Extended Writing Project: Argumentative Writing</b> <b>Student:</b> <ol style="list-style-type: none"> <li>Intro</li> <li>Read</li> <li>Think</li> </ol> <b>Thematic Unit 2: Leadership</b> <b>Instructional Path</b> <b>Mandatory Military Service in America</b> <b>Skill: Arguments and Claims</b> <b>Student:</b> <ol style="list-style-type: none"> <li>Define</li> </ol>

Standard	Citations
	<p>2. Model 3. Your Turn</p> <p><b>Thematic Unit 2: Leadership</b> <b>Instructional Path</b> <b>Mandatory Military Service in America</b> <b>Skill: Reasons and Evidence</b> <b>Student:</b></p> <p>1. Define 2. Model 3. Your Turn</p> <p><b>Thematic Unit 2: Leadership</b> <b>Instructional Path</b> <b>Mandatory Military Service in America</b> <b>Close Read: Mandatory Military Service in America</b> <b>Teacher:</b></p> <p>3. Write</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b> <b>Instructional Path</b> <b>We Choose to Go to the Moon</b> <b>Skill: Rhetoric</b> <b>Student:</b></p> <p>1. Define 2. Model 3. Your Turn</p> <p><b>Teacher:</b></p> <p>1. Define 2. Model 3. Your Turn</p> <p><b>Thematic Unit 4: All for Love</b> <b>Instructional Path</b></p>

Standard	Citations
	<p><b>Why We Love: The Nature and Chemistry of Romantic Love</b>  <b>Skill: Technical Language</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 4: All for Love</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Informative Writing</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Intro</li> <li>2. Read</li> <li>3. Think</li> </ol>
<p><b>g) Identify a position/argument to be confirmed, disproved, or modified.</b></p>	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Statement on the Assassination of Martin Luther King, Jr.</b>  <b>Close Read: Statement on the Assassination of Martin Luther King, Jr.</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>3. Write</li> </ol> <p><b>Thematic Unit 1: Empathy</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Argumentative Writing</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Intro</li> <li>2. Read</li> <li>3. Think</li> </ol> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Mandatory Military Service in America</b>  <b>Skill: Arguments and Claims</b></p>

Standard	Citations
	<p><b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Mandatory Military Service in America</b>  <b>Skill: Reasons and Evidence</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Mandatory Military Service in America</b>  <b>Close Read: Mandatory Military Service in America</b>  <b>Teacher:</b></p> <ol style="list-style-type: none"> <li>3. Write</li> </ol> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>We Choose to Go to the Moon</b>  <b>Skill: Rhetoric</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol>

Standard	Citations
<p><b>h) Evaluate clarity and accuracy of information.</b></p>	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Statement on the Assassination of Martin Luther King, Jr.</b>  <b>Close Read: Statement on the Assassination of Martin Luther King, Jr.</b>  <b>Student:</b>  3. Write</p> <p><b>Thematic Unit 1: Empathy</b>  <b>Research</b>  <b>Student:</b>  <b>Conduct the Research</b>  2. Break Students Into Small Groups  --Gather Resources  3. Assemble the Research in Each Group  --Focus</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Mandatory Military Service in America</b>  <b>Close Read: Mandatory Military Service in America</b>  <b>Teacher:</b>  3. Write</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Research</b>  <b>Student:</b>  <b>Conduct the Research</b>  2. Break Students Into Small Groups  --Gather Resources  3. Assemble the Research in Each Group  --Focus</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Extended Writing Project</b>  <b>Skill: Research and Note-Taking</b></p>

Standard	Citations
	<b>Student:</b> 2. Model <b>Teacher:</b> 2. Model
i) Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.	<b>Thematic Unit 1: Empathy</b> <b>Extended Writing Project</b> <b>Skill: Organize Argumentative Writing</b> <b>Student:</b> 1. Define 2. Model 3. Your Turn <b>Teacher:</b> 1. Define 2. Model 3. Your Turn  <b>Thematic Unit 2: Leadership</b> <b>Instructional Path</b> <b>Mandatory Military Service in America</b> <b>Close Read: Mandatory Military Service in America</b> <b>Student:</b> 3. Write  <b>Thematic Unit 2: Leadership</b> <b>Research</b> <b>Student:</b> <b>Conduct the Research</b> 2. Break Students Into Small Groups --Gather Resources 3. Assemble the Research in Each Group --Focus  <b>Thematic Unit 3: Dreams and Aspirations</b> <b>Instructional Path</b>

Standard	Citations
	<p><b>We Choose to Go to the Moon</b>  <b>First Read: We Choose to Go to the Moon</b>  <b>Student:</b>  4. Think  --Questions 1-7</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Extended Writing Project</b>  <b>Skill: Research and Note-Taking</b>  <b>Student:</b>  2. Model  <b>Teacher:</b>  2. Model</p>
<p><b>j) Differentiate between fact and opinion and evaluate their impact.</b></p>	<p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Mandatory Military Service in America</b>  <b>Skill: Arguments and Claims</b>  <b>Teacher:</b>  2. Model</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Mandatory Military Service in America</b>  <b>Skill: Reasons and Evidence</b>  <b>Student:</b>  1. Define  2. Model  <b>Teacher:</b>  1. Define  2. Model</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b></p>



Standard	Citations
	<p><b>Mandatory Military Service in America</b>  <b>Close Read: Mandatory Military Service in America</b>  <b>Student:</b>  3. Write  <b>Teacher:</b>  2. Read</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Research</b>  <b>Student:</b>  <b>Conduct the Research</b>  2. Break Students Into Small Groups  --Gather Resources  3. Assemble the Research in Each Group  --Focus</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Extended Writing Project</b>  <b>Skill: Research and Note-Taking</b>  <b>Student:</b>  2. Model  <b>Teacher:</b>  2. Model</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>Romantic Love: Reality or Myth?</b>  <b>Skill: Arguments and Claims</b>  <b>Teacher:</b>  2. Model</p>
k) Analyze ideas within and between selections providing textual evidence.	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Endangered Dreams: The Great Depression in California</b>  <b>Skill: Media</b></p>

Standard	Citations
	<p><b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Endangered Dreams: The Great Depression in California</b>  <b>Close Read: Endangered Dreams: The Great Depression in California</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>3. Write</li> </ol> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Mandatory Military Service in America</b>  <b>Close Read: Mandatory Military Service in America</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>3. Write</li> </ol> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Four Freedoms Address</b>  <b>Close Read: Four Freedoms Address</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>3. Write</li> </ol> <p><b>Thematic Unit 2: Leadership</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Literary Analysis</b>  <b>Student:</b></p>

Standard	Citations
	<p>1. Intro</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>United States vs. Susan B. Anthony: Justice Ward Hunt's Court Ruling</b>  <b>Skill: Compare and Contrast</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol>
<p><b>I) Use the reading strategies to monitor comprehension throughout the reading process.</b></p>	<p><b>Grade 9</b>  <b>Program Overview</b>  <b>Text Complexity Charts Units 1-4</b>  <b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>The Voice That Challenged a Nation</b>  <b>First Read: The Voice That Challenged a Nation</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Intro</li> <li>2. Read</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Introduction <ul style="list-style-type: none"> <li>--Read</li> </ul> </li> <li>2. Read <ul style="list-style-type: none"> <li>--Model Reading Comprehension Strategy</li> <li>--Read and Annotate</li> </ul> </li> </ol> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b></p>

Standard	Citations
	<p><b>The Voice That Challenged a Nation</b>  <b>Close Read: The Voice That Challenged a Nation</b>  <b>Student:</b>  2. Read  <b>Teacher:</b>  2. Read  --Model Close Reading  --Read and Annotate</p> <p><b>Grade 9 Unit 3 Pacing Guide</b>  --Anchor Text Reading Schedule  --Connect Anchor Text to Thematic Unit Selection</p> <p><b>Literature Unit 3: The Voice That Challenged a Nation</b>  <b>Instructional Path</b>  <b>Reading Guide</b></p> <p><b>Grade 9</b>  <b>Program Overview</b>  <b>Text Complexity Charts Units 1-4</b></p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>We Choose to Go to the Moon</b>  <b>First Read: We Choose to Go to the Moon</b>  <b>Student:</b>  1. Intro  2. Read  <b>Teacher:</b>  1. Introduction  --Read  2. Read  --Model Reading Comprehension Strategy  --Read and Annotate</p>

Standard	Citations
	<p> <b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>We Choose to Go to the Moon</b>  <b>Close Read: We Choose to Go to the Moon</b>  <b>Student:</b>              2. Read  <b>Teacher:</b>              2. Read                  --Model Close Reading                  --Read and Annotate       </p> <p> <b>Grade 9 Unit 3 Pacing Guide</b>              --Anchor Text Reading Schedule              --Connect Anchor Text to Thematic Unit Selection       </p> <p> <b>Literature Unit 3: We Choose to Go to the Moon</b>  <b>Instructional Path</b>  <b>Reading Guide</b> </p> <p> <b>Grade 9</b>  <b>Program Overview</b>  <b>Text Complexity Charts Units 1-4</b>  <b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>Angela's Ashes</b>  <b>First Read: Angela's Ashes</b>  <b>Student:</b>              1. Intro              2. Read  <b>Teacher:</b>              1. Introduction                  --Read              2. Read                  --Model Reading Comprehension Strategy       </p>

Standard	Citations
	<p>--Read and Annotate</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Instructional Path</b>  <b>Angela's Ashes</b>  <b>Close Read: Angela's Ashes</b>  <b>Student:</b>  2. Read  <b>Teacher:</b>  2. Read  --Model Close Reading  --Read and Annotate</p> <p><b>Grade 9 Unit 4 Pacing Guide</b>  --Anchor Text Reading Schedule  --Connect Anchor Text to Thematic Unit Selection</p> <p><b>Literature Unit 4: Angela's Ashes</b>  <b>Instructional Path</b>  <b>Reading Guide</b></p>
<b>9.6 The student will write in a variety of forms to include expository, persuasive, reflective, and analytic with an emphasis on persuasion and analysis.</b>	
<b>a) Engage in writing as a recursive process.</b>	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>The Jungle</b>  <b>Close Read: The Jungle</b>  <b>Student:</b>  3. Write  <b>Teacher</b>  3. Write</p> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b></p>

Standard	Citations
	<p><b>The Jungle</b>  <b>Blast: Media Matters</b>  <b>Student:</b>              Create Your Blast  <b>Teacher</b>              Create Your Blast</p> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Harvest Gypsies</b>  <b>Close Read: The Harvest Gypsies</b>  <b>Student:</b>              3. Write  <b>Teacher</b>              3. Write</p> <p><b>Thematic Unit 1: Empathy</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Argumentative Writing</b>  <b>Student:</b>              1. Intro              2. Read              3. Think  <b>Teacher</b>              1. Intro              2. Read              3. Think</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Literary Analysis</b>  <b>Student:</b>              1. Intro              2. Read</p>

Standard	Citations
	<p>3. Think</p> <p><b>Teacher</b></p> <p>1. Intro</p> <p>2. Read</p> <p>3. Think</p>
<p><b>b) Plan, organize, and write for a variety of audiences and purposes.</b></p>	<p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>In the Time of the Butterflies</b>  <b>Close Read: In the Time of the Butterflies</b>  <b>Student:</b></p> <p>3. Write</p> <p><b>Teacher</b></p> <p>3. Write  --Write</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Prewrite</b>  <b>Student:</b></p> <p>1. Write</p> <p><b>Teacher:</b></p> <p>1. Write  --Review</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Plan</b>  <b>Student:</b></p> <p>1. Write</p> <p><b>Teacher:</b></p> <p>1. Write  --Organize  --Write</p>



Standard	Citations
	<p>--Review</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Draft</b>  <b>Student:</b>  1. Write  <b>Teacher:</b>  1. Write  --Organize  --Write</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Revise</b>  <b>Student:</b>  1. Write  <b>Teacher:</b>  1. Write  --Highlight  --Write</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Edit/ Proofread/Publish</b>  <b>Student:</b>  1. Write  <b>Teacher:</b>  1. Write  --Write</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>Sympathy</b>  <b>Close Read: Sympathy</b></p>

Standard	Citations
	<p><b>Student:</b> 3. Write</p> <p><b>Teacher</b> 3. Write --Write</p> <p><b>Thematic Unit 4: All for Love</b> <b>Extended Writing Project</b> <b>Skill: Writing Dialogue</b> <b>Student:</b> 1. Define 2. Model <b>Teacher:</b> 1. Define 2. Model --Practice</p>
<p><b>c) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.</b></p>	<p><b>Thematic Unit 1: Empathy</b> <b>Extended Writing Project</b> <b>Extended Writing Project: Argumentative Writing</b> <b>Student:</b> 1. Intro 2. Read <b>Teacher:</b> 1. Intro ---Read and Annotate 2. Read</p> <p><b>Thematic Unit 1: Empathy</b> <b>Extended Writing Project</b> <b>Blast: Audience, Purpose, and Style</b> <b>Student:</b> Title/Driving Question Background Create Your Blast <b>Teacher:</b></p>

Standard	Citations
	<p>Title/Driving Question Background Create Your Blast --Blast</p> <p><b>Thematic Unit 1: Empathy Extended Writing Project Extended Writing Project: Plan Student:</b> 1. Write <b>Teacher:</b> 1. Write</p> <p><b>Thematic Unit 1: Empathy Extended Writing Project Extended Writing Project: Draft Student:</b> 1. Write <b>Teacher:</b> 1. Write --Discuss --Organize --Write</p> <p><b>Thematic Unit 1: Empathy Extended Writing Project Extended Writing Project: Revise Student:</b> 1. Write <b>Teacher:</b> 1. Write --Discuss --Highlight --Write</p>

Standard	Citations
	<p> <b>Thematic Unit 1: Empathy</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Edit/ Proofread/Publish</b>  <b>Student:</b> <ol style="list-style-type: none"> <li>1. Write</li> </ol> <b>Teacher:</b> <ol style="list-style-type: none"> <li>1. Write               <ul style="list-style-type: none"> <li>--Test</li> <li>--Discuss</li> <li>--Write</li> </ul> </li> </ol> </p> <p> <b>Thematic Unit 2: Leadership</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Literary Analysis</b>  <b>Student:</b> <ol style="list-style-type: none"> <li>1. Intro</li> <li>2. Read</li> <li>3. Think</li> </ol> <b>Teacher:</b> <ol style="list-style-type: none"> <li>1. Intro               <ul style="list-style-type: none"> <li>---Read and Annotate</li> </ul> </li> <li>2. Read</li> <li>3. Think</li> </ol> </p> <p> <b>Thematic Unit 2: Leadership</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Revise</b>  <b>Student:</b> <ol style="list-style-type: none"> <li>1. Write</li> </ol> <b>Teacher:</b> <ol style="list-style-type: none"> <li>1. Write               <ul style="list-style-type: none"> <li>--Discuss</li> <li>--Highlight</li> <li>--Write</li> </ul> </li> </ol> </p>

Standard	Citations
	<p><b>Thematic Unit 2: Leadership</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Edit/ Proofread/Publish</b>  <b>Student:</b>  1. Write  <b>Teacher:</b>  1. Write  --Discuss  --Write</p>
<p><b>d) Blend multiple forms of writing including embedding a narrative to produce effective essays.</b></p>	<p>The following extended writing projects can be adapted to include blended/embedded writing through classroom instruction.</p> <p><b>Thematic Unit 1: Empathy</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Argumentative Writing</b>  <b>Student:</b>  1. Intro</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Literary Analysis</b>  <b>Student:</b>  1. Intro</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Informative Writing</b>  <b>Student:</b>  1. Intro</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Narrative Writing</b></p>

Standard	Citations
	<b>Student:</b> 1. Intro
e) Communicate clearly the purpose of the writing using a thesis statement.	<b>Thematic Unit 1: Empathy</b> <b>Extended Writing Project</b> <b>Skill: Thesis Statement</b> <b>Student:</b> 1. Define 2. Model 3. Your Turn <b>Teacher</b> 1. Define 2. Model 3. Your Turn <b>Access Handouts:</b> Access 1  <b>Thematic Unit 2: Leadership</b> <b>Extended Writing Project</b> <b>Skill: Thesis Statement</b> <b>Student:</b> 1. Define 2. Model 3. Your Turn <b>Teacher</b> 1. Define 2. Model 3. Your Turn  <b>Thematic Unit 3: Dreams and Aspirations</b> <b>Extended Writing Project</b> <b>Skill: Thesis Statement</b> <b>Student:</b> 1. Define

Standard	Citations
	<p>2. Model 3. Your Turn</p> <p><b>Teacher</b></p> <p>1. Define 2. Model 3. Your Turn</p> <p><b>Access Handouts:</b> Access 3</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b> <b>Extended Writing Project</b> <b>Skill: Organize Informative Writing</b> <b>Student:</b> 1. Define 2. Model</p> <p><b>Access Handouts:</b> Access 2</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b> <b>Extended Writing Project</b> <b>Skill: Supporting Details</b> <b>Core Handouts:</b> Graphic Organizer</p>
f) Compose a thesis for persuasive writing that advocates a position.	<p><b>Thematic Unit 1: Empathy</b> <b>Instructional Path</b> <b>Statement on the Assassination of Martin Luther King, Jr.</b> <b>Close Read: Statement on the Assassination of Martin Luther King, Jr.</b> <b>Student:</b> 1. Write</p> <p><b>Thematic Unit 1: Empathy</b> <b>Extended Writing Project</b> <b>Skill: Thesis Statement</b></p>

Standard	Citations
	<p><b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 2: Leadership</b>  <b>Extended Writing Project</b>  <b>Skill: Thesis Statement</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>Mandatory Military Service in America</b>  <b>Close Read: Mandatory Military Service in America</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Write</li> </ol>
<p><b>g) Clearly state and defend a position using reasons and evidence from credible sources as support.</b></p>	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Statement on the Assassination of Martin Luther King, Jr.</b>  <b>Close Read: Statement on the Assassination of Martin Luther King, Jr.</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Write</li> </ol>



Standard	Citations
	<p> <b>Thematic Unit 1: Empathy</b>  <b>Extended Writing Project</b>  <b>Skill: Supporting Details</b>  <b>Student:</b> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <b>Teacher</b> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> </p> <p> <b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Mandatory Military Service in America</b>  <b>Close Read: Mandatory Military Service in America</b>  <b>Student:</b> <ol style="list-style-type: none"> <li>1. Write</li> </ol> </p> <p> <b>Thematic Unit 2: Leadership</b>  <b>Extended Writing Project</b>  <b>Skill: Supporting Details</b>  <b>Student:</b> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <b>Teacher</b> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> </p> <p> <b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Extended Writing Project</b> </p>

Standard	Citations
	<b>Skill: Research and Note-Taking</b> <b>Student:</b> 2. Model <b>Teacher</b> 2. Model
<b>h) Identify counterclaims and provide counter - arguments.</b>	<b>Thematic Unit 1: Empathy</b> <b>Extended Writing Project</b> <b>Extended Writing Project: Argumentative Writing</b> <b>Student:</b> 1. Intro 2. Read 3. Think --Question 2 <b>Teacher:</b> 1. Intro 2. Read 3. Think  <b>Thematic Unit 1: Empathy</b> <b>Extended Writing Project</b> <b>Skill: Supporting Details</b> <b>Student:</b> 1. Define 2. Model 3. Your Turn <b>Teacher:</b> 1. Define 2. Model 3. Your Turn  <b>Thematic Unit 1: Empathy</b> <b>Extended Writing Project</b> <b>Skill: Body Paragraphs and Transitions</b> <b>Student:</b>

Standard	Citations
	<p>2. Model 3. Your Turn</p> <p><b>Teacher:</b> 2. Model 3. Your Turn</p> <p><b>Thematic Unit 1: Empathy</b> <b>Extended Writing Project</b> <b>Extended Writing Project: Plan</b> <b>Student:</b> 1. Write <b>Teacher:</b> 1. Write</p> <p><b>Thematic Unit 1: Empathy</b> <b>Extended Writing Project</b> <b>Extended Writing Project: Draft</b> <b>Student:</b> 1. Write <b>Teacher:</b> 1. Write --Discuss --Organize --Write</p> <p><b>Thematic Unit 2: Leadership</b> <b>Extended Writing Project</b> <b>Extended Writing Project: Literary Analysis</b> <b>Student:</b> 1. Intro --Read and Annotate 2. Read 3. Think --Question 3 <b>Teacher:</b></p>

Standard	Citations
	<p>1. Intro 2. Read 3. Think</p> <p><b>Thematic Unit 2: Leadership Extended Writing Project Skill: Supporting Details Student:</b> 1. Define 2. Model 3. Your Turn <b>Teacher:</b> 1. Define 2. Model 3. Your Turn</p> <p><b>Thematic Unit 2: Leadership Extended Writing Project Skill: Body Paragraphs and Transitions Student:</b> 1. Define 2. Model <b>Teacher:</b> 1. Define 2. Model</p> <p><b>Thematic Unit 2: Leadership Extended Writing Project Extended Writing Project: Plan Student:</b> 1. Write <b>Teacher:</b> 1. Write</p> <p><b>Thematic Unit 2: Leadership</b></p>

Standard	Citations
	<p><b>Extended Writing Project</b>  <b>Extended Writing Project: Draft</b>  <b>Student:</b>  1. Write  <b>Teacher:</b>  1. Write  --Discuss  --Organize  --Write</p>
<p><b>i) Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.</b></p>	<p><b>Thematic Unit 1: Empathy</b>  <b>Extended Writing Project</b>  <b>Skill: Supporting Details</b>  <b>Student:</b>  1. Define  2. Model  3. Your Turn  <b>Teacher</b>  1. Define  2. Model  3. Your Turn</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Mandatory Military Service in America</b>  <b>Skill: Arguments and Claims</b>  <b>Student:</b>  1. Define  2. Model  3. Your Turn  <b>Teacher</b>  1. Define  2. Model  3. Your Turn</p>

Standard	Citations
	<p> <b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Mandatory Military Service in America</b>  <b>Skill: Reasons and Evidence</b>  <b>Student:</b> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <b>Teacher</b> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> </p> <p> <b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Mandatory Military Service in America</b>  <b>Close Read: Mandatory Military Service in America</b>  <b>Student:</b> <ol style="list-style-type: none"> <li>3. Write</li> </ol> </p> <p> <b>Thematic Unit 2: Leadership</b>  <b>Extended Writing Project</b>  <b>Skill: Supporting Details</b>  <b>Student:</b> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <b>Teacher</b> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> </p> <p> <b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Extended Writing Project</b> </p>

Standard	Citations
	<b>Skill: Research and Note-Taking</b> <b>Student:</b> 2. Model <b>Teacher:</b> 2. Model
<b>j) Use textual evidence to compare and contrast multiple texts.</b>	<b>Thematic Unit 1: Empathy</b> <b>Extended Writing Project</b> <b>Extended Writing Project: Argumentative Writing</b> <b>Student:</b> 1. Intro 2. Read 3. Think <b>Teacher:</b> 1. Intro 2. Read 3. Think  <b>Thematic Unit 2: Leadership</b> <b>Instructional Path</b> <b>Washington's Farewell Address</b> <b>Skill: Compare and Contrast</b> <b>Student:</b> 1. Define 2. Model 3. Your Turn <b>Teacher</b> 1. Define 2. Model 3. Your Turn  <b>Thematic Unit 2: Leadership</b> <b>Extended Writing Project</b> <b>Extended Writing Project: Literary Analysis</b> <b>Student:</b>

Standard	Citations
	<p>1. Intro 2. Read 3. Think</p> <p><b>Teacher:</b></p> <p>1. Intro 2. Read 3. Think</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b> <b>Instructional Path</b> <b>United States vs Susan B. Anthony: Justice Ward Hunt's Court Ruling</b> <b>Skill: Compare and Contrast</b> <b>Student:</b></p> <p>1. Define 2. Model 3. Your Turn</p> <p><b>Thematic Unit 4: All for Love</b> <b>Instructional Path</b> <b>Angela's Ashes Author Frank McCourt Dies at 78</b> <b>Close Read: Angela's Ashes Author Frank McCourt Dies at 78</b> <b>Student:</b></p> <p>3. Write</p>
<p><b>k) Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.</b></p>	<p><b>Thematic Unit 1: Empathy</b> <b>Extended Writing Project</b> <b>Skill: Organize Argumentative Writing</b> <b>Student:</b></p> <p>1. Define 2. Model 3. Your Turn</p> <p><b>Teacher</b></p> <p>1. Define 2. Model 3. Your Turn</p>



Standard	Citations
	<p> <b>Thematic Unit 1: Empathy</b>  <b>Extended Writing Project</b>  <b>Skill: Body Paragraphs and Transitions</b>  <b>Student:</b> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <b>Teacher</b> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> </p> <p> <b>Thematic Unit 2: Leadership</b>  <b>Extended Writing Project</b>  <b>Skill: Organize Argumentative Writing</b>  <b>Student:</b> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <b>Teacher</b> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> </p> <p> <b>Thematic Unit 2: Leadership</b>  <b>Extended Writing Project</b>  <b>Skill: Body Paragraphs and Transitions</b>  <b>Student:</b> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <b>Teacher</b> <ol style="list-style-type: none"> <li>1. Define</li> </ol> </p>

Standard	Citations
	<p>2. Model 3. Your Turn</p> <p><b>Thematic Unit 4: All for Love Extended Writing Project Skill: Organize Narrative Writing Student:</b></p> <p>1. Define 2. Model 3. Your Turn</p> <p><b>Teacher</b></p> <p>1. Define 2. Model 3. Your Turn</p> <p><b>Thematic Unit 4: All for Love Extended Writing Project Skill: Narrative Techniques and Sequencing Student:</b></p> <p>1. Define 2. Model 3. Your Turn</p> <p><b>Teacher</b></p> <p>1. Define 2. Model 3. Your Turn</p>
<p><b>I) Revise writing for clarity of content, accuracy, and depth of information.</b></p>	<p><b>Thematic Unit 1: Empathy Extended Writing Project Extended Writing Project: Revise Student:</b></p> <p>1. Write</p> <p><b>Teacher</b></p> <p>1. Write</p>

Standard	Citations
	<p><b>Thematic Unit 2: Leadership</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Revise</b>  <b>Student:</b>  1. Write  <b>Teacher</b>  1. Write</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Revise</b>  <b>Student:</b>  1. Write  <b>Teacher</b>  1. Write</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Revise</b>  <b>Student:</b>  1. Write  <b>Teacher</b>  1. Write</p>
<b>9.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</b>	
<b>a) Use parallel structure across sentences and paragraphs.</b>	<p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Ancient Greece: A Political, Social, and Cultural History</b>  <b>First Read: Ancient Greece: A Political, Social, and Cultural History</b>  <b>Student:</b>  Grammar handout: Parallel Construction</p>

Standard	Citations
	<p><b>Teacher:</b>  2. Read  --Grammar, Usage, and Mechanics</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>Only Daughter</b>  <b>First Read: Only Daughter</b>  <b>Student:</b>  Grammar handout: Parallel Construction</p> <p><b>Teacher:</b>  2 Read  --Grammar, Usage, and Mechanics</p> <p><b>Thematic Unit 4: All for Love</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Edit/Proofread/Publish</b>  <b>Student:</b>  Grammar handout: Parallel Construction</p> <p><b>Teacher:</b>  1. Write  --Grammar, Usage, and Mechanics</p>
<b>b) Use appositives, main clauses, and subordinate clauses.</b>	<p><b>Additional Resources</b>  <b>(SE) Grammar, Language, and Composition Guide</b>  <b>Grammar and Language Workbook:</b>  pp. 93-94, 101-102</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Unit Overview</b>  <b>Key Grammar Skills</b>  <b>Additional Grammar Practice:</b>  --Main and Subordinate Clauses  --Adverb Clauses</p>

Standard	Citations
	<p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>The Lady, or the Tiger?</b>  <b>First Read: The Lady, or the Tiger?</b>  <b>Core Handouts:</b>              Grammar              --Clauses and Phrases</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Revise</b>  <b>Core Handouts:</b>              Grammar              --Phrases and Clauses</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Instructional Path</b>  <b>The Joy Luck Club</b>  <b>First Read: The Joy Luck Club</b>  <b>Core Handouts:</b>              Grammar              --Adjective Clauses</p>
<p><b>c) Use commas and semicolons to distinguish and divide main and subordinate clauses.</b></p>	<p><b>Additional Resources</b>  <b>(SE) Grammar, Language, and Composition Guide</b>  <b>Grammar and Language Workbook:</b>          pp. 101-102, 251-260</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Unit Overview</b>  <b>Key Grammar Skills</b>  <b>Additional Grammar Practice:</b>              --Semicolons</p>

Standard	Citations
	<p><b>Thematic Unit 2: Leadership Instructional Path 1984 First Read: 1984 Core Handouts:</b> Grammar --Semicolons and Colons</p> <p><b>Thematic Unit 2: Leadership Extended Writing Project Extended Writing Project: Revise Core Handouts:</b> Grammar --Phrases and Clauses</p> <p><b>Thematic Unit 2: Leadership Extended Writing Project Extended Writing Project: Edit, Proofread, and Publish Core Handouts:</b> Grammar --Semicolons and Colons</p>
<p><b>d) Distinguish between active and passive voice.</b> .</p>	<p><b>Additional Resources (SE) Grammar, Language, and Composition Guide Grammar and Language Workbook:</b> pp. 155-156 <b>Grammar and Composition Handbook:</b> pp. 208-209</p>
<p><b>e) Use a variety of sentence structures to infuse sentence variety in writing</b></p>	<p><b>Thematic Unit 2: Leadership Extended Writing Project Extended Writing Project: Revise Core Handouts:</b> --Grammar</p>

Standard	Citations
	<p> <b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Extended Writing Project</b>  <b>Blast: Audience, Purpose, and Style</b>  <b>Student:</b>  Title/Driving Question  Background  Create Your Blast  <b>Teacher:</b>  Title/Driving Question  Background  Create Your Blast </p> <p> <b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Revise</b>  <b>Teacher:</b>  1. Write  --Grammar, Usage, and Mechanics  <b>Core Handouts:</b>  --Grammar </p> <p> <b>Thematic Unit 4: All for Love</b>  <b>Extended Writing Project</b>  <b>Blast: Descriptive Details</b>  <b>Student:</b>  Title/Driving Question  Background  Create Your Blast </p> <p> <b>Thematic Unit 4: All for Love</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Revise</b>  <b>Teacher:</b> </p>

Standard	Citations
	1. Write
9.8 The student will find, evaluate, and select credible resources to create a research product.	
a) Verify the validity and accuracy of all information.	<p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Statement on the Assassination of Martin Luther King, Jr.</b>  <b>Skill: Author's Purpose and Author's Point of View</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Statement on the Assassination of Martin Luther King, Jr.</b>  <b>Close Read: Statement on the Assassination of Martin Luther King, Jr.</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>3. Write</li> </ol> <p><b>Thematic Unit 1: Empathy</b>  <b>Extended Writing Project</b>  <b>Skill: Supporting Details</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> </ol> <p><b>Thematic Unit 1: Empathy</b>  <b>Research</b></p>



Standard	Citations
	<p><b>Teacher:</b>  <b>Conduct the Research</b>  2. Break Students Into Small Groups  --Gather Resources  3. Assemble the Research in Each Group  --Focus</p> <p><b>Thematic Unit 2: Leadership</b>  <b>Instructional Path</b>  <b>Mandatory Military Service in America</b>  <b>Close Read: Mandatory Military Service in America</b>  <b>Teacher:</b>  3. Write</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Extended Writing Project</b>  <b>Skill: Research and Note-Taking</b>  <b>Student:</b>  2. Model  <b>Teacher:</b>  2. Model</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Extended Writing Project</b>  <b>Skill: Sources and Citations</b>  <b>Student:</b>  1. Define  2. Model  3. Your Turn  <b>Teacher:</b>  1. Define  2. Model  3. Your Turn</p>
b) Analyze information gathered from diverse sources by	Thematic Unit 1: Empathy

Standard	Citations
<p><b>identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.</b></p>	<p><b>Instructional Path</b>  <b>Statement on the Assassination of Martin Luther King, Jr.</b>  <b>Skill: Author's Purpose and Author's Point of View</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Statement on the Assassination of Martin Luther King, Jr.</b>  <b>Close Read: Statement on the Assassination of Martin Luther King, Jr.</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>3. Write</li> </ol> <p><b>Thematic Unit 1: Empathy</b>  <b>Instructional Path</b>  <b>Endangered Dreams: The Great Depression in California</b>  <b>Skill: Central or Main Idea</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 1: Empathy</b>  <b>Extended Writing Project</b>  <b>Skill: Supporting Details</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> </ol> <p><b>Teacher:</b></p>

Standard	Citations
	<p>1. Define</p> <p><b>Thematic Unit 1: Empathy Research</b>  <b>Teacher:</b>  <b>Conduct the Research</b></p> <p>2. Break Students Into Small Groups  --Gather Resources</p> <p>3. Assemble the Research in Each Group  --Focus</p> <p><b>Thematic Unit 2: Leadership Instructional Path</b>  <b>Mandatory Military Service in America</b>  <b>Close Read: Mandatory Military Service in America</b>  <b>Teacher:</b></p> <p>3. Write</p> <p><b>Thematic Unit 3: Dreams and Aspirations Extended Writing Project</b>  <b>Skill: Research and Note-Taking</b>  <b>Student:</b></p> <p>2. Model</p> <p><b>Teacher:</b></p> <p>2. Model</p> <p><b>Thematic Unit 3: Dreams and Aspirations Extended Writing Project</b>  <b>Skill: Sources and Citations</b>  <b>Student:</b></p> <p>1. Define  2. Model  3. Your Turn</p> <p><b>Teacher:</b></p> <p>1. Define</p>

Standard	Citations
	2. Model 3. Your Turn
<b>c) Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.</b>	<p> <b>Thematic Unit 1: Empathy</b>  <b>Extended Writing Project</b>  <b>Skill: Supporting Details</b>  <b>Student:</b> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <b>Teacher:</b> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> </p> <p> <b>Thematic Unit 1: Empathy</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Plan</b>  <b>Student:</b> <ol style="list-style-type: none"> <li>1. Write</li> </ol> </p> <p> <b>Thematic Unit 2: Leadership</b>  <b>Extended Writing Project</b>  <b>Skill: Supporting Details</b>  <b>Student:</b> <ol style="list-style-type: none"> <li>2. Model</li> </ol> </p> <p> <b>Thematic Unit 2: Leadership</b>  <b>Research</b>  <b>Teacher:</b> <b>Conduct the Research</b> <ol style="list-style-type: none"> <li>2. Break Students Into Small Groups --Gather Resources</li> <li>3. Assemble the Research in Each Group --Focus</li> </ol> </p>

Standard	Citations
	<p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Extended Writing Project</b>  <b>Skill: Research and Note-Taking</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol>
<p><b>d) Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).</b></p>	<p><b>StudySync Speaking &amp; Listening Handbook</b>  <b>Research Using Various Media, pp. 24–43</b></p> <p><b>Thematic Unit 1: Empathy</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Revise</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Write</li> </ol> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Extended Writing Project</b>  <b>Skill: Research and Note-Taking</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol>

Standard	Citations
	<p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Extended Writing Project</b>  <b>Skill: Sources and Citations</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Research</b>  <b>Teacher:</b>  <b>Conduct the Research</b></p> <ol style="list-style-type: none"> <li>3. Assemble the Research in Each Group  --Focus</li> </ol>
<p><b>e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.</b></p>	<p><b>StudySync Speaking &amp; Listening Handbook</b>  <b>Research Using Various Media, pp. 24–43</b></p> <p><b>Thematic Unit 1: Empathy</b>  <b>Extended Writing Project</b>  <b>Extended Writing Project: Revise</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Write</li> </ol> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Extended Writing Project</b>  <b>Skill: Research and Note-Taking</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol>

Standard	Citations
	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Extended Writing Project</b>  <b>Skill: Sources and Citations</b>  <b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Define</li> <li>2. Model</li> <li>3. Your Turn</li> </ol> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Research</b>  <b>Teacher:</b>  <b>Conduct the Research</b></p> <ol style="list-style-type: none"> <li>3. Assemble the Research in Each Group  --Focus</li> </ol>
f) Demonstrate ethical use of the Internet	<p><b>StudySync Speaking &amp; Listening Handbook</b>  <b>Research Using Various Media, pp. 24–43</b></p> <p><b>Thematic Unit 1: Empathy</b>  <b>Research</b>  <b>Teacher:</b>  <b>Conduct the Research</b></p> <ol style="list-style-type: none"> <li>3. Assemble the Research in Each Group  --Focus</li> </ol> <p><b>Thematic Unit 2: Leadership</b></p>

Standard	Citations
	<p><b>Research</b>  <b>Teacher:</b>  <b>Conduct the Research</b>  3. Assemble the Research in Each Group  --Focus</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Extended Writing Project</b>  <b>Skill: Research and Note-Taking</b>  <b>Student:</b>  1. Define  2. Model  3. Your Turn  <b>Teacher:</b>  1. Define  2. Model  3. Your Turn</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Extended Writing Project</b>  <b>Skill: Sources and Citations</b>  <b>Student:</b>  1. Define  2. Model  3. Your Turn  <b>Teacher:</b>  1. Define  2. Model  3. Your Turn</p> <p><b>Thematic Unit 3: Dreams and Aspirations</b>  <b>Research</b>  <b>Teacher:</b>  <b>Conduct the Research</b>  3. Assemble the Research in Each Group</p>



Standard	Citations
	--Focus