**SUBJECT: ENG I GRADE: 9th TIMELINE: August 5-October 7**

**Essential Questions for this Unit**

1. What does it mean to be “American”?

2.

3.

| Standards | Content  | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| Standards for Unit:RI.3, RI.4, RI.5, RI.6,RI.10RL.3, RL.5, RL.10W.2, W.3, W.5, W.9L.4 | “Music for My Mother” | Unit Objectives:I will be able to write a nonfiction narrative in which I develop characters or events using effective technique.I will conduct research projects of various lengths to explore a topic and clarify meaning.I will collaborate with my team to build on the ideas of others, develop consensus, and communicate. | Objective summary of text | My Perspectives textbookReading for UnderstandingReading Apprenticeship resourcescomputers | Narrative WritingMetacognition |
|  | “A Quilt of a Country” |  | Comprehension checkObjective summary of textSelection test | Same as above | RhetoricAnalogyDisparateDiscordantPluralisticInterwovenDiversityCoalescingPrefix: dis- |
|  | “American History” |  | Comprehension CheckObjective summary of textWriting a nonfiction narrative | Same as above | AnticipatedDevotedEnthralledElationInfatuatedImpulse |

| Standards | Content  | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
|  | “Rules of the Game” |  | Comprehension checkObjective summary of text | Same as above | DeftlyRelentedPlottedConcessionsConnotationdenotation |
|  | “Immigrant Picnic”“Morning Talk” |  | Comprehension checkObjective summaries of poems | Same as above | TeasedPipeEnd-stoppedLineRun-onEnjambedstanza |
|  | Individual online selections |  | Explanatory Essay: How is an “American” identity created? | Same as above“When I was Puerto Rican”“A Taiwanese Family Adapts to America”“The New Colossus”“Legal Alien”“Grace Abbott and the Fight for Immigrant Rights in America” |  |

**SUBJECT: ENG I GRADE: 9th TIMELINE: October 11- December 16**

**Essential Questions for this Unit**

1. How can words inspire change?

2.

3.

| Standards | Content  | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| Standards for Unit:RI.1, RI.3, RI.4, RI.5, RI.6, RI.9RL.4, RL.5, L.1, L.2, L.4, L.5, W.2, W.4, W.5, W.7, W.8, W.10 | “1963: The Year that Changed Everything” | Unit Objectives: I will collaborate with my team to build on the ideas of others, develop consensus, and communicate.I will be able to evaluate written arguments by analyzing how authors introduce and develop ideas.I will be able to write an informative essay in which I effectively incorporate the key elements of an argument, | Objective summary of text | My Perspectives textbookReading for UnderstandingReading Apprenticeship resourcescomputers | ProtestSegregationActivist |
|  | “I Have a Dream” |  | Comprehension check | Same as above | Persuasive speechRhetorical devicesParallelismRepetitionAnalogyProsperityHallowed RedemptiveExaltedOppressiontribulations |
|  | “Letter from a Birmingham City Jail” |  | Comprehension check | Same as above | ComplacencyIdlyStagnationLanguishedPostponeYearningLatin root: -plac |

| Standards | Content  | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
|  | “Remarks on the Assassination of Martin Luther King, Jr.” |  |  | Same as above | OratoryDeliveryGestureCadence |
|  | Individual & small group selections |  | Essay: How can words inspire change? | Same as above“Remembering Civil Rights History, When ‘Words Meant Everything”“For My People”“Incident”“Lessons of Dr Martin Luther King, Jr.”“Traveling” |  |

**SUBJECT: ENG I GRADE: 9th TIMELINE: January 5- March 10**

**Essential Questions for this Unit**

1.Do we determine our own destinies?

2.

3.

| Standards | Content  | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| Standards for Unit:RL.1, RL.3, RL.4, RL.5, RL.7, RL.9W.1, W.2, L.1, L.4, L.5,  | “Romeo and Juliet: A Tragedy? Or Just a Tragic Misunderstanding?” | Unit Objectives:I will collaborate with my team to build on the ideas of others, develop consensus, and communicate.I will be able to write a work of literary criticism in which I effectively incorporate the key elements of an argument.I will be able to correctly integrate quotations to convey meaning and add variety and interest to my writing and presentations. | Objective summary of text | My Perspectives textbookReading for UnderstandingReading Apprenticeship resourcescomputers |  |
|  | *Romeo and Juliet* |  | Selection tests for each actArgumentative Essay | Same as above | DialogueStage directionsHereticsTransgressionMutinyLatin Prefix: -transBlank verseIambic pentameterIambCunning CounterfeitConfidenceLatin Prefix -counterSoliloquyAsideMonologueExileBanishmentPardonLatin Prefix: -exComic reliefPunLamentableDistressedMelancholyLatin Prefix: - stressTragedyMotivesFateTragic flawDesperateMeagerPenuryMisery |

**SUBJECT: ENG I GRADE: 9th TIMELINE: March 21- May 19**

**Essential Questions for this Unit**

1. What can we learn from a journey?

2.

3.

| Standards | Content  | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| RL.1, RL.3, RL.5, RL.6, RL.7, Rl. 9, RL.10L.4, L.5, L.6W.1, W.4, W.5 | “Gone and Back Again: A Traveler’s Advice” | Unit Objectives:I will collaborate with my team to build on the ideas of others, develop consensus, and communicate.I will be able to evaluate written explanatory texts by analyzing how authors introduce and develop clear central ideas.I will be able to write an explanatory essay in which I effectively convey complex ideas, concepts, and information. | Objective summary of text | My Perspectives textbookReading for UnderstandingReading Apprenticeship resourcesComputers Heroes Journey | OpportunityTransportationAttractions |
|  | *The Odyssey* |  | Comprehension check | Same as above | EpicEpic heroIn medias resFlashbackPlunderedDispatchedFugitivesAvengeVenturedTacticsSimileEpic simileDissembleIncredulityGuiseDeceivedCraftBemusingLatin Root: -sim-/sem |
|  | “from *The Odyssey: A Graphic Novel”* |  |  | Same as aboveGraphic novel panels | PanelSplashTierGutter CaptionSpeech bubble |

| Standards | Content  | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
|  | “The Return’ |  |  | My Perspectives textbookReading for UnderstandingReading Apprenticeship resourcesComputers Heroes Journey | SprawlingSerpentineCompactForeshadowingSituational ironyActive voicePassive voice |
|  | “from *The Hero’s Journey”* |  | Explanatory Essay:  | Same as above | PsycheInfantileDependencyEtymology’ |