**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.10  RL.3, RL.5, RL.10  W.2, W.3, W.5, W.9  L.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 textbook  Reading for Understanding  Reading Apprenticeship resources  computers | Narrative Writing  Metacognition |
|  | “A Quilt of a Country” |  | Comprehension check  Objective summary of text  Selection test | Same as above | Rhetoric  Analogy  Disparate  Discordant  Pluralistic  Interwoven  Diversity  Coalescing  Prefix: dis- |
|  | “American History” |  | Comprehension Check  Objective summary of text  Writing a nonfiction narrative | Same as above | Anticipated  Devoted  Enthralled  Elation  Infatuated  Impulse |

| Standards | Content | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
|  | “Rules of the Game” |  | Comprehension check  Objective summary of text | Same as above | Deftly  Relented  Plotted  Concessions  Connotation  denotation |
|  | “Immigrant Picnic”  “Morning Talk” |  | Comprehension check  Objective summaries of poems | Same as above | Teased  Pipe  End-stopped  Line  Run-on  Enjambed  stanza |
|  | 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.9  RL.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 textbook  Reading for Understanding  Reading Apprenticeship resources  computers | Protest  Segregation  Activist |
|  | “I Have a Dream” |  | Comprehension check | Same as above | Persuasive speech  Rhetorical devices  Parallelism  Repetition  Analogy  Prosperity  Hallowed  Redemptive  Exalted  Oppression  tribulations |
|  | “Letter from a Birmingham City Jail” |  | Comprehension check | Same as above | Complacency  Idly  Stagnation  Languished  Postpone  Yearning  Latin root: -plac |

| Standards | Content | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
|  | “Remarks on the Assassination of Martin Luther King, Jr.” |  |  | Same as above | Oratory  Delivery  Gesture  Cadence |
|  | 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.9  W.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 textbook  Reading for Understanding  Reading Apprenticeship resources  computers |  |
|  | *Romeo and Juliet* |  | Selection tests for each act  Argumentative Essay | Same as above | Dialogue  Stage directions  Heretics  Transgression  Mutiny  Latin Prefix: -trans  Blank verse  Iambic pentameter  Iamb  Cunning  Counterfeit  Confidence  Latin Prefix -counter  Soliloquy  Aside  Monologue  Exile  Banishment  Pardon  Latin Prefix: -ex  Comic relief  Pun  Lamentable  Distressed  Melancholy  Latin Prefix: - stress  Tragedy  Motives  Fate  Tragic flaw  Desperate  Meager  Penury  Misery |

**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.10  L.4, L.5, L.6  W.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 textbook  Reading for Understanding  Reading Apprenticeship resources  Computers    Heroes Journey | Opportunity  Transportation  Attractions |
|  | *The Odyssey* |  | Comprehension check | Same as above | Epic  Epic hero  In medias res  Flashback  Plundered  Dispatched  Fugitives  Avenge  Ventured  Tactics  Simile  Epic simile  Dissemble  Incredulity  Guise  Deceived  Craft  Bemusing  Latin Root: -sim-/sem |
|  | “from *The Odyssey: A Graphic Novel”* |  |  | Same as above  Graphic novel panels | Panel  Splash  Tier  Gutter  Caption  Speech bubble |

| Standards | Content | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
|  | “The Return’ |  |  | My Perspectives textbook  Reading for Understanding  Reading Apprenticeship resources  Computers    Heroes Journey | Sprawling  Serpentine  Compact  Foreshadowing  Situational irony  Active voice  Passive voice |
|  | “from *The Hero’s Journey”* |  | Explanatory Essay: | Same as above | Psyche  Infantile  Dependency  Etymology’ |