

## BCS Literacy Vision

## Grade 9

## Unit 2 Overview

In this unit, students will read about and discover many examples of survival.

Students will be able to:

- Evaluate written arguments by analyzing how authors state and support their claims.
- Expand your knowledge and use of academic and thematic vocabulary.
- Write an argumentative essay in which you effectively incorporate the key elements of an argument.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use transitions to create cohesion in your writing and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

## Essential Question:

- *What does it take to survive?*

## Anchor Text:

- Short Story: *The Seventh Man*, Haruki Murakami (910L)
- Editorial: **The Moral Logic of Survivor Guilt**, Nancy Sherman (1100L)
- Media, Radio Broadcast: **The Key to Disaster Survival? Friends and Neighbors**, Shankar Vedantam (NP)

## Related Texts:

Informational Texts:

- Narrative Nonfiction: **The Voyage of the James Caird from The Endurance**, Caroline Alexander (1000L)
- Argument: **The Value of a Sherpa Life**, Grayson Schaffer (1230L)
- Biography: from **Unbroken**, Laura Hillenbrand (910L)
- Expository Nonfiction: **Seven Steps to Surviving a Disaster**, Jim Y. Kim (1340L)
- Magazine Article: **Titanic vs. Lusitania: How People Behave in a Disaster**, Jeffrey Kluger (1240L)
- Public Letter: **Survival Is Your Own Responsibility**, Daryl R. Miller (1120L)

Literary Texts:

- Poetry: **I am Offering This Poem**, Jimmy Santiago Baca (NP)
- Poetry: **The Writer**, Richard Wilbur (NP)
- Poetry: **Hugging the Jukebox**, Naomi Shihab Nye (NP)
- Novel Excerpt: *from Life of Pi*, Yann Martel (870L)
- Short Story: **To Build a Fire**, Jack London (970L)
- Short Story: **The Most Dangerous Game**, Richard Connell (740L)

Non-Print Texts:

- Media, Photo Gallery, **The Endurance and the James Caird in Images**, Frank Hurley (NP)

**End of Unit Assessment**

**Part 1: Writing to Sources: Argument**  
 Students will write an argument on the following topic: Should people in life-or-death situations be held accountable for their actions?

**Part 2: Speaking & Listening: Oral Presentation:**  
 After reading, the group will create a multimedia presentation about strength and survival.

**Week 1**

**Day 1** **Instructional Plan**

**Text(s):**  
**“The Cost of Survival”**

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

- Students will:
  - Read “*The Cost of Survival*”. Identify the main point of the argument and how the author supports that point.
  - Add new words to their Word Network as they read texts in the unit.
  - Write a summary of the Launch Text.
  - Participate in an activity related to the unit theme.
  - Write a response to the Quick-Write prompt: Should people in life-or-death situations be held accountable for their actions?
  - Add notes and evidence that will be used to inform the Performance-Based Assessment.
  - View: Amazing Stories of Rescues and Survival in Nepal.
  - Discuss: What are the circumstances for victims and rescuers after an earthquake hits Nepal?

**Day 2** **Instructional Plan**

**Text(s):**

Student Learning Target:  
**9.RL.RRTC.10** Read and comprehend a variety of literature throughout the grades 9- 10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

- Students will:
  - Examine the Table of Contents: Preview the selections in the unit and discuss how they relate to the EQ and unit topic.

| Day 3   | Instructional Plan  |
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| <p><b>Text(s):</b></p> <p><b>The Seventh Man</b> by Haruki Murakami</p> | <p><u>Student Learning Target:</u><br/> <b>9.RL.RRTC.10</b> Read and comprehend a variety of literature throughout the grades 9- 10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ <b>Notice:</b> Whom the story is about, what happens, where and when it happens, and why those involved react as they do.</li> <li>○ <b>Annotate:</b> Mark vocabulary and key passages to revisit.</li> <li>○ <b>Connect:</b> Ideas within selection to what you already know and have read.</li> <li>○ <b>Respond:</b> Complete Comprehension check and writing a brief summary of the selection.</li> <li>○ Research one unfamiliar detail from the text, OR research something that interests them and form a research question.</li> </ul> </li> </ul>   |
| Day 4   | Instructional Plan  |
| <p><b>Text(s):</b></p> <p><b>The Seventh Man</b> by Haruki Murakami</p> | <p><u>Student Learning Target:</u><br/> <b>9-10.RL.CS.5</b> Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ Review the Close Read Model and complete the close read sections in the selection.</li> <li>○ Respond to questions about the text, citing textual evidence.</li> <li>○ Discuss why an author uses a frame story as a narrative technique (order of events).</li> </ul> </li> </ul>   |
| Day 5   | Instructional Plan  |
| <p><b>Text(s):</b></p> <p><b>The Seventh Man</b> by Haruki Murakami</p> | <p><u>Student Learning Target:</u><br/> <b>9-10.L.CSE.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.<br/> <b>9-10.L.VAU.4.b</b> Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.<br/> <b>9-10.L.VAU.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ Complete activities related to the Concept Vocabulary words: desperate; entranced; hallucination; premonition; profound; meditative.</li> <li>○ Complete activities related to the Latin Suffix <i>-tion</i>.</li> <li>○ Add new words to their Word Network as they read texts in the unit.</li> <li>○ Complete activities related to phrases (Infinitives and Infinitive Phrases).</li> </ul> </li> </ul> |

| Week 2   |  |
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| Day 6  | Instructional Plan   |
| <b>Text(s):</b><br><br><b>The Seventh Man</b> by Haruki Murakami                 | <u>Student Learning Target:</u><br><b>9-10.W.TTP.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.<br><b>9-10.W.TTP.1.a</b> Introduce precise claim(s). <ul style="list-style-type: none"> <li>• Students will:               <ul style="list-style-type: none"> <li>○ Write a critical review of “The Seventh Man”.</li> </ul> </li> </ul>  |
| Day 7  | Instructional Plan   |
| <b>Text(s):</b><br><br><b>The Seventh Man</b> by Haruki Murakami                 | <u>Student Learning Target:</u><br><b>9-10.SL.PKI.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task. <ul style="list-style-type: none"> <li>• Students will:               <ul style="list-style-type: none"> <li>○ Retell orally “The Seventh Man” from another point of view.</li> <li>○ Add notes and evidence that will be used to inform the Performance-Based Assessment.</li> <li>○ Take the Selection Test: “The Seventh Man”.</li> </ul> </li> </ul>  |
| Day 8  | Instructional Plan   |
| <b>Text(s):</b><br><br><b>The Moral Logic of Survivor Guilt</b> by Nancy Sherman | <u>Student Learning Target:</u><br><b>9.RI.RRTC.10</b> Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. <ul style="list-style-type: none"> <li>• Students will:               <ul style="list-style-type: none"> <li>○ <b>Notice:</b> The general ideas of the text. What is it about? Who is involved?</li> <li>○ <b>Annotate:</b> Mark vocabulary and key passages you want to revisit.</li> <li>○ <b>Connect:</b> Ideas within selection to what you already know and have read.</li> <li>○ <b>Respond:</b> Complete Comprehension check and writing a brief summary of the selection.</li> <li>○ Research one unfamiliar detail from the text, OR research the history of the official Marine code, <i>semper fidelis</i>.</li> </ul> </li> </ul> |

| Day 9   | Instructional Plan  |
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| <p><b>Text(s):</b></p> <p><b>The Moral Logic of Survivor Guilt</b> by Nancy Sherman</p> | <p><u>Student Learning Target:</u><br/> <b>9-10.RI.KID.1</b> Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.<br/> <b>9-10.RI.KID.2</b> Determine a central idea of a text and analyze its development; provide an objective or critical summary.<br/> <b>9-10.RI.IKI.8</b> Evaluate how reasoning and evidence affects the argument and specific claims in a text.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ Review the Close Read Model and complete the close read sections in the selection.</li> <li>○ Respond to questions about the text, citing textual evidence.</li> <li>○ Record examples of types of supporting arguments.</li> </ul> </li> </ul>   |
| Day 10  | Instructional Plan  |
| <p><b>Text(s):</b></p> <p><b>The Moral Logic of Survivor Guilt</b> by Nancy Sherman</p> | <p><u>Student Learning Target:</u><br/> <b>9-10.L.CSE.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.<br/> <b>9-10.L.VAU.4.b</b> Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.<br/> <b>9-10.L.VAU.4.c</b> Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ Complete activities related to the Concept Vocabulary words: burden; culpability; conscience; remorse; entrusted; empathic.</li> <li>○ Complete activities related to the Greek Root <i>-path-</i></li> <li>○ Add new words to their Word Network as they read texts in the unit.</li> <li>○ Complete activities explaining the function of colons, semicolons, and dashes.</li> </ul> </li> </ul> |
| <b>Week 3</b>   |   |
| Day 11  | Instructional Plan  |
| <p><b>Text(s):</b></p> <p><b>The Moral Logic of Survivor Guilt</b> by Nancy Sherman</p> | <p><u>Student Learning Target:</u><br/> <b>9-10.W.TTP.2</b> Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.<br/> <b>9-10.W.TTP.2 .a</b> Provide an introduction that is relevant to the rest of the text and effectively engages the audience.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ Write an encyclopedia entry defining the idea of imperfect duty.</li> </ul> </li> </ul>  |

| Day 12   | Instructional Plan   |
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| <p><b>Text(s):</b></p> <p><b>The Moral Logic of Survivor Guilt</b> by Nancy Sherman</p>  | <p><u>Student Learning Target:</u><br/> <b>9-10.SL.PKI.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ Deliver a pep talk to a group who has experienced a failure.</li> <li>○ Add notes and evidence that will be used to inform the Performance-Based Assessment.</li> <li>○ Take the Selection Test: “The Moral Logic of Survivor Guilt”</li> </ul> </li> </ul>   |
| Day 13   | Instructional Plan   |
| <p><b>Text(s):</b></p> <p>Media, Radio Broadcast<br/> <b>The Key to Disaster Survival? Friends and Neighbors</b> By Shankar Vedantam</p> | <p><u>Student Learning Target:</u><br/> <b>9-10.L.VAU.6</b> Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.<br/> <b>9-10.SL.CC.3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.<br/> <b>9-10.SL.PKI.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ <b>Listen:</b> Note who is speaking, what they’re saying, and how they’re saying it.</li> <li>○ <b>Annotate:</b> By marking key events you want to revisit.</li> <li>○ <b>Connect:</b> Ideas in the timeline to what you already know and what you have read.</li> <li>○ <b>Respond:</b> Complete Comprehension check.</li> <li>○ Listen to the broadcast again and write down new observations.</li> <li>○ Respond to questions about the broadcast.</li> <li>○ Write a listener comment about the radio broadcast.</li> <li>○ Present a monologue from the point of view of a character in the story.</li> </ul> </li> </ul> |

| Day 14  | Instructional Plan  |
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| <p><b>Text(s):</b></p> <p><b>The Seventh Man</b> by Haruki Murakami</p> | <p><u>Student Learning Target:</u><br/> <b>9-10.W.TTP.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.<br/> <b>9-10.W.TTP.1.a</b> Introduce precise claim(s).<br/> <b>9-10.W.TTP.1.b</b> Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.<br/> <b>9-10.W.TTP.1.c</b> Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.<br/> <b>9-10.W.TTP.1.d</b> Provide a concluding statement or section that follows from and supports the argument presented.<br/> <b>9-10.W.TTP.1.e</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic.<br/> <b>9-10.W.RBPK.8</b> Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.<br/> <b>9-10.W.RW.10</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ Write an argument stating and supporting their position on: Should the narrator of “The Seventh Man” forgive himself for his failure to save K.?</li> <li>○ Write a claim, consider possible counterclaims, gather evidence from sources, and connect across texts.</li> <li>○ Organize and write a first draft.</li> </ul> </li> </ul> |
| Day 15  | Instructional Plan  |
| <p><b>Text(s):</b></p> <p><b>The Seventh Man</b> by Haruki Murakami</p> | <p><u>Student Learning Target:</u><br/> <b>9-10.W.TTP.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.<br/> <b>9-10.W.TTP.1.c</b> Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ Create cohesion: choose transitions that accurately show specific relationships between ideas.</li> <li>○ Evaluate and revise draft utilizing peer reviews.</li> <li>○ Edit for conventions and proofread for accuracies.</li> <li>○ Create a final version of their argument and share in small groups.</li> <li>○ Reflect on their argument.</li> </ul> </li> </ul>  |

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| <b>Week 4</b> |  |
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| Day 16  | Instructional Plan   |
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| <p><b>Text(s):</b></p> <ul style="list-style-type: none"> <li>• <b>Narrative Nonfiction:</b> <i>The Voyage of the James Caird from The Endurance</i>, Caroline Alexander (1000L)</li> <li>• <b>Media, Photo Gallery,</b> <i>The Endurance and the James Caird in Images</i>, Frank Hurley (NP)</li> <li>• <b>Novel Excerpt:</b> <i>from Life of Pi</i>, Yann Martel (870L)</li> <li>• <b>Argument:</b> <i>The Value of a Sherpa Life</i>, Grayson Schaffer (1230L)</li> <li>• <b>Poetry:</b> <i>I am Offering This Poem</i>, Jimmy Santiago Baca (NP)</li> <li>• <b>Poetry:</b> <i>The Writer</i>, Richard Wilbur (NP)</li> <li>• <b>Poetry:</b> <i>Hugging the Jukebox</i>, Naomi Shihab Nye (NP)</li> </ul> | <p><u>Student Learning Targets:</u><br/> <b>9.RL.RRTC.10</b> Read and comprehend a variety of literature throughout the grades 9- 10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> <li>• Students will:               <ul style="list-style-type: none"> <li>○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</li> <li>○ Make a schedule with group for completing tasks.</li> <li>○ Choose specific roles for each member.</li> </ul> </li> </ul>  |
| Day 17  | Instructional Plan   |
| <p><b>Text(s):</b></p> <p><b>The Voyage of the James Caird</b><br/>by Caroline Alexander</p>  | <p><u>Student Learning Targets:</u><br/> <b>9-10.L.VAU.4.a</b> Use context as a clue to the meaning of a word or a phrase.<br/> <b>9.RI.RRTC.10</b> Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> <li>• Students will:               <ul style="list-style-type: none"> <li>○ <b>Notice:</b> Whom the story is about, what happens, where and when it happens, and why those involved react as they do.</li> <li>○ <b>Annotate:</b> Mark vocabulary and key passages to revisit.</li> <li>○ <b>Connect:</b> Ideas within selection to what you already know and have read.</li> <li>○ <b>Respond:</b> Complete Comprehension check by writing a brief summary of the selection.</li> <li>○ Complete comprehension questions.</li> <li>○ Choose one unfamiliar detail of the text to research.</li> <li>○ Review the Close Read Model and complete the close read sections in the selection.</li> <li>○ Respond to questions about the text, citing textual evidence.</li> </ul> </li> </ul> |

| Day 18   | Instructional Plan  |
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| <p><b>Text(s):</b></p> <p><b>The Voyage of the James Caird</b><br/>by Caroline Alexander</p>     | <p><u>Student Learning Target:</u></p> <p><b>9-10.L.CSE.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</p> <p><b>9-10.L.VAU.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies.</p> <p><b>9-10.RI.KID.3</b> Analyze how an author presents and develops key ideas and events to impact meaning.</p> <p><b>9-10.RI.CS.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ Complete activities related to the <b>Concept Vocabulary</b> words: pitched; reeling; upheaval.</li> <li>○ Add new words to their Word Network as they read texts in the unit.</li> <li>○ Describe people who appear in the narrative.</li> <li>○ Complete activities identifying participial phrases.</li> </ul> </li> </ul> |
| Day 19   | Instructional Plan  |
| <p><b>Text(s):</b></p> <p><b>The Endurance and the James Caird in Images</b> by Frank Hurley</p> | <p><u>Student Learning Target:</u></p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ <b>Look:</b> At each photo and determine whom or what it portrays.</li> <li>○ <b>Note:</b> Elements in each photo that you find interesting and want to revisit.</li> <li>○ <b>Connect:</b> Details in the photos to texts you've read or other images you've seen.</li> <li>○ <b>Respond:</b> Complete Comprehension check.</li> <li>○ Complete comprehension questions.</li> <li>○ Revisit the photographs again and write down new observations.</li> <li>○ Respond to questions about the photos.</li> <li>○ Create a multimedia presentation about the Shackleton expedition.</li> <li>○ Add notes and evidence that will be used to inform the Performance-Based Assessment.</li> </ul> </li> </ul>   |

| Day 20   | Instructional Plan   |
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| <p><b>Text(s):</b><br/>from <i>Life of Pi</i> by Yann Martel</p> | <p><u>Student Learning Target:</u><br/> <b>9-10.L.VAU.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies.<br/> <b>9.RL.RRTC.10</b> Read and comprehend a variety of literature throughout the grades 9- 10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ <b>Notice:</b> Whom the story is about, what happens, where and when it happens, and why the main characters react as they do.</li> <li>○ <b>Annotate:</b> Mark vocabulary and key passages to revisit.</li> <li>○ <b>Connect:</b> Ideas within selection to what you already know and have read.</li> <li>○ <b>Respond:</b> Complete Comprehension check by writing a brief summary of the selection.</li> <li>○ Complete comprehension questions.</li> <li>○ <b>Concept Vocabulary:</b> irresolvable; predatory; adversary.</li> <li>○ Complete comprehension questions.</li> <li>○ Choose one unfamiliar detail of the text to research.</li> <li>○ Review the Close Read Model and complete the close read sections in the selection.</li> <li>○ Respond to questions about the text, citing textual evidence.</li> </ul> </li> </ul> |
| <b>Week 5</b>  |  |
| Day 21   | Instructional Plans  |
| <p><b>Text(s):</b><br/>from <i>Life of Pi</i> by Yann Martel</p> | <p><u>Student Learning Target:</u><br/> <b>9-10.L.CSE.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.<br/> <b>9-10.L.VAU.4.b</b> Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.<br/> <b>9-10.RL.KID.3</b> Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.<br/> <b>9-10.W.TTP.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.<br/> <b>9-10.W.TTP.1.a</b> Introduce precise claim(s).</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ Complete activities related to the <b>Concept Vocabulary</b> words: irresolvable; predatory; adversary</li> <li>○ Add new words to their Word Network as they read texts in the unit.</li> <li>○ Describe Pi's character.</li> <li>○ Analyze Craft and Structure: Complex Characters.</li> </ul> </li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>○ Complete activities identifying phrases.</li> <li>○ Write an argument that includes claims and counterclaims.</li> <li>○ Add notes and evidence that will be used to inform the Performance-Based Assessment.</li> </ul>   |
| <b>Day 22</b>   | <b>Instructional Plan</b>   |
| <p><b>Text(s):</b></p> <p><b>The Value of a Sherpa Life</b> by Grayson Schaffer</p> | <p><u>Student Learning Target:</u></p> <p><b>9-10.L.VAU.4.a</b> Use context as a clue to the meaning of a word or a phrase.</p> <p><b>9-10.RI.CS.5</b> Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p><b>9.RI.RRTC.10</b> Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> <li>● Students will: <ul style="list-style-type: none"> <li>○ <b>Notice:</b> Whom the story is about, what happens, where and when it happens, and why the main characters react as they do.</li> <li>○ <b>Annotate:</b> Mark vocabulary and key passages to revisit.</li> <li>○ <b>Connect:</b> Ideas within selection to what you already know and have read.</li> <li>○ <b>Respond:</b> Complete Comprehension check by writing a brief summary of the selection.</li> <li>○ Complete comprehension questions.</li> <li>○ Research an interesting topic.</li> <li>○ Review the Close Read Model and complete the close read sections in the selection.</li> <li>○ Respond to questions about the text, citing textual evidence.</li> </ul> </li> </ul> |
| <b>Day 23</b>   | <b>Instructional Plan</b>   |
| <p><b>Text(s):</b></p> <p><b>The Value of a Sherpa Life</b> by Grayson Schaffer</p> | <p><u>Student Learning Target:</u></p> <p><b>9-10.L.VAU.4.b</b> Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p><b>9-10.RI.CS.5</b> Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p><b>9-10.RI.CS.6</b> Determine an author’s point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>9-10.SL.PKI.5</b> Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <ul style="list-style-type: none"> <li>● Students will: <ul style="list-style-type: none"> <li>○ Complete activities related to the <b>Concept Vocabulary</b> words: physiology; mortality; reincarnation.</li> <li>○ Add new words to their Word Network as they read texts in the unit.</li> <li>○ Analyze how the author introduces, develops, and refines his argument.</li> <li>○ Find examples of rhetorical devices.</li> </ul> </li> </ul>   |

| Day 24   | Instructional Plan  |
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| <p><b>Text(s):</b></p> <p><b>I am Offering This Poem</b> by Jimmy Santiago Baca</p> <p><b>The Writer</b> by Richard Wilbur</p> <p><b>Hugging the Jukebox</b> by Naomi Shihab Nye</p> | <p><u>Student Learning Targets:</u></p> <p><b>9-10.L.VAU.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies.</p> <p><b>9-10.L.VAU.4.b</b> Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p><b>9.RL.RRTC.10</b> Read and comprehend a variety of literature throughout the grades 9- 10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ <b>Notice:</b> Who or what is “speaking” the poem and whether the poem tells a story or describes a single moment.</li> <li>○ <b>Annotate:</b> Mark vocabulary and key passages to revisit.</li> <li>○ <b>Connect:</b> Ideas within selection to what you already know and have read</li> <li><b>Respond:</b> Complete Comprehension check.</li> <li>○ Research one unfamiliar detail from the text.</li> <li>○ Review the Close Read Model and complete the close read sections in the selection.</li> <li>○ Respond to questions about the text, citing textual evidence.</li> </ul> </li> </ul>  |
| Day 25   | Instructional Plan  |
| <p><b>Text(s):</b></p>   | <p><u>Student Learning Targets:</u></p> <p><b>9-10.L.VAU.4.b</b> Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p><b>9-10.L.VAU.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.</p> <p><b>9-10.RL.KID.2</b> Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.</p> <p><b>9-10.RL.CS.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.</p> <p><b>9-10.SL.CC.1</b> Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others’ ideas and expressing one’s own ideas clearly and persuasively.</p> <p><b>9-10.SL.PKI.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>9-10.SL.PKI.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ Complete activities related to the Concept Vocabulary words: treasure; iridescent; luminous, Latin Root: - lum -</li> <li>○ Add new words to their Word Network as they read texts in the unit.</li> <li>○ Analyze how poets use symbols to develop themes.</li> <li>○ Analyze metaphors and similes from the poems.</li> <li>○ Create an oral presentation from a selection of poems.</li> <li>○ Add notes and evidence that will be used to inform the Performance-Based Assessment.</li> </ul> </li> </ul> |

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| <b>Week 6</b> |  |
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| Day 26          | Instructional Plan  |
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| <b>Text(s):</b> | <p><u>Student Learning Target:</u><br/> <b>9-10.SL.PKI.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.<br/> <b>9-10.SL.PKI.5</b> Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <ul style="list-style-type: none"> <li>• Students will:           <ul style="list-style-type: none"> <li>○ Begin Performance Task</li> <li>○ <b>Plan with Your Group:</b> Analyze the text, gather evidence and media examples, and organize ideas.</li> <li>○ <b>Rehearse with Your Group:</b> practice the presentation, fine-tune the content and improve use of media.</li> <li>○ <b>Present and Evaluate:</b> present as a group and use checklist items to evaluate.</li> </ul> </li> </ul>                             |
| Day 27          | Instructional Plan  |
| <b>Text(s):</b> | <p><u>Student Learning Target:</u><br/> <b>9.RI.RRTC.10</b> Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> <li>• Students will:           <ul style="list-style-type: none"> <li>○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</li> <li>○ Select and read a selection available online:               <ul style="list-style-type: none"> <li>○ <i>To Build a Fire</i>, Jack London (970L)</li> <li>○ <i>The Most Dangerous Game</i>, Richard Connell (740L)</li> <li>○ <i>from Unbroken</i>, Laura Hillenbrand (910L)</li> <li>○ <i>Seven Steps to Surviving a Disaster</i>, Jim Y. Kim (1340L)</li> <li>○ <i>Titanic vs. Lusitania: How People Behave in a Disaster</i>, Jeffrey Kluger (1240L)</li> <li>○ <i>Survival Is Your Own Responsibility</i>, Daryl R. Miller (1120L)</li> </ul> </li> </ul> </li> </ul> |

| Day 28                 | Instructional Plan   |
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| <p><b>Text(s):</b></p> | <p><u>Student Learning Target:</u><br/> <b>9.RL.RRTC.10</b> Read and comprehend a variety of literature throughout the grades 9- 10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.<br/> <b>9.RI.RRTC.10</b> Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.<br/> <b>9-10.SL.CC.1</b> Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ Students Notice, Annotate, Connect, Respond as they read the selection the first time.</li> <li>○ Review the Close Read Model and complete the close read sections in the selection.</li> <li>○ Respond to questions about the text, citing textual evidence.</li> <li>○ Write about a paragraph that grabbed their interest.</li> <li>○ Share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity.</li> </ul> </li> </ul>   |
| Day 29                 | Instructional Plan   |
| <p><b>Text(s):</b></p> | <p><u>Student Learning Target:</u><br/> <b>9-10.W.TTP.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.<br/> <b>9-10.W.TTP.1.a</b> Introduce precise claim(s).<br/> <b>9-10.W.TTP.1.b</b> Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.<br/> <b>9-10.W.TTP.1.c</b> Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.<br/> <b>9-10.W.TTP.1.d</b> Provide a concluding statement or section that follows from and supports the argument presented.<br/> <b>9-10.W.TTP.1.e</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic.<br/> <b>9-10.W.RBPK.9</b> Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.<br/> <b>9-10.W.RW.10</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>○ <b>Review Evidence for a Nonfiction Narrative:</b> Evaluate the strength of their evidence.</li> <li>○ Add notes and evidence that will be used to inform the Performance-Based Assessment.</li> <li>○ Write an informative essay explaining how words have the power to provoke, calm, or inspire.</li> <li>○ Use the rubric to guide their revisions.</li> </ul> </li> </ul> |

| Day 30          | Instructional Plan   |
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| <b>Text(s):</b> | <p><u>Student Learning Target:</u><br/><b>9-10.SL.PKI.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <ul style="list-style-type: none"><li>• Students will:<ul style="list-style-type: none"><li>○ Plan and present a brief three- to five-minute multimedia presentation.</li><li>○ Reflect on Unit goals, learning strategies, and the text.</li><li>○ Take the UNIT Test.</li></ul></li></ul> |