

**Grade 9 ELA Curriculum Map**  
**Collection 1: Finding Common Ground**

<b>Time Frame</b>	8/15/18-9/5/18			
<b>Text</b>	1. A Quilt of a Country L1260 (T p.3)	2. The Gettysburg Address L1170 (T p. 27)	3. Views from the Wall (pg. 33) Poem: Vietnam Wall (pg. 34)	4. Speech by Bill Clinton- Oklahoma City Bombings: Close Reader (pg. 19)
<b>Key Learning Objective</b>	analyze and evaluate an author's claim and delineate and evaluate an argument RI.2.5 RI.2.6 RI.3.8 L.3.4	analyze an author's purpose and the use of rhetorical devices in a seminal US document RI 2.6 RI 3.9 L.3.4 L.1.1a	analyze representations in different mediums,  determine a central idea, analyze author's choice RL 3.7 RL1.2 L.3.4	analyze an author's purpose and the use of rhetorical devices RI 2.6 L.3.4
<b>Vocabulary Strategy Focus</b>	Pattern of word changes	Alliteration: repetition of certain words	NA	Alliteration: repetition of certain word
<b>Language &amp; Style Focus</b>	Informational Text  Writing to Inform	Parallel Structure	Analyzing representations in different mediums	Informational Text  Writing to Inform
<b>Academic Vocabulary</b>	Discordant Pluralistic Interwoven Diversity	Conceive Detract Resolve Perish	Presume Enforce	Admonish  Discuss synonyms
<b>Close Reading Strategy</b>	MyHMH to access to screencasts	NA	MyHMH Remembering Fallen Friends	Analyze author's purpose and rhetoric
<b>Strategies for Annotation</b>	Patterns of word changes	Analyze seminal US documents	Analyzing Representations in different mediums	Patterns of word changes
<b>Writing Instructional Focus</b>	Write an argument- Claim	Present a Speech- MyHMH	Determine Central Idea- Level up tutorial- MyHMH-evaluate an argument	Read and cite evidence

<b>Suggested Activities</b>	Close Reader: Night Calls (Short Story), Write an Analytical Essay, Socratic Seminars, Philosophical Chairs, Cornell Notes			
<b>Assessments</b>	Analyzing the Text pg. 8. Accountable Talk, Text Based Evidence	Online assessment, Analyzing the text- pg 30, or teacher made assessment	Section Test or teacher made assessment	Section Test or teacher made assessment
<b>Required Performance Task:</b>				
	<p><b>Present a Speech</b> (T p. 37-40)</p> <p>This collection focuses on the conflict and the tension between the individuals and society--from the individual's struggle to be a part of a society to a nation's struggle to unite for a common cause. Look back at the anchor text, "A Quilt of a Country," and at the other texts you have read in this collection. Synthesize your ideas about them by preparing and presenting a speech. (L.1.1, S.L 1.2, SL.2.4, SL.2.6)</p>			

**Grade 9 ELA Curriculum Map**  
**Collection 2: The Struggle for Freedom**

<b>Time Frame</b>	9/6/18-10/12/18			
<b>Text</b>	1. I Have a Dream L1120 (T p. 47-51)  A Eulogy for Dr. Martin Luther King, Jr L1290 (CR p. 25-28)	2. Nobody Turn Me Around L1030 (T p. 55-68)  AMERICA: The Story of Us (T p. 71)	3. from Cairo: My City, Our Revolution L990 (T p. 73-76)	4. The Censors L1200 (T p.89-92)
<b>Key Learning Objective</b>	analyze a seminal US document and the impact of its rhetoric RI.3.9 RI.3.7 L.3.4	analyze connections between ideas and events  analyze accounts in different mediums RI.2.5 RI.2.6 RI.3.7 L.3.4	analyze how an author unfolds events in a diary  analyze the impact of word choice on tone RI.1.3 RI.2.4 L.3.4	analyze an author's point of view and cultural background  analyze an author's choices about style and structure RL.2.5 RL.2.6 L.3.4
<b>Vocabulary Strategy Focus</b>	N/A	Words from Greek and Latin	Reference Sources	Suffixes that form nouns
<b>Language &amp; Style Focus</b>	Repetition and Parallelism	N/A	Noun phrases	Colons and Semicolons
<b>Academic Vocabulary</b>	Default Desolate Degenerate Inextricably Redemptive	Cadence Parallel Invocation Civic Revile Expanse Exhort Invoke	Opaque Reclaim Prism Intermittent Momentous	Staidness Negligence Subversive
<b>Close Reading Strategy</b>	Modeled discussions	Modeled discussions	N/A	N/A
<b>Strategies for Annotation</b>	Analyze author's use of rhetoric	Analyze ideas and events	Analyze the impact of word choice and tone	Analyze author's choices

	Analyze ideas and events		Reference sources	Suffixes that form nouns
<b>Writing Instructional Focus</b>	Cite text evidence  Analyze use of rhetorical devices	Cite text evidence  Write a narrative	Cite text evidence  Write and give an oral report	Write a letter
<b>Suggested Activities</b>	Extension text: Mountaintop Speech by Martin Luther King			
<b>Assessments</b>	Write a one-two page analytical essay in which you compare how Lincoln and King address the theme of freedom.	Imagine that you were in the audience for King's speech and write a one page first-person account of your experience.	Explore a specific event in the Egyptian revolution of 2011 by conducting research and citing your sources. Then, write a brief report of your findings and share it with class.	As the character of Juan, write a one-page letter you imagine he wrote to Mariana at the beginning of the story. Then, annotate a copy fo the letter to identify evidence of anti-government ideas that censor might find. Finally, write a paragraph that explains why this letter is proof that Juan is a traitor to his country.
<b>Required Performance Task:</b>				
Mid-quarter Interim assessment Week of 9/10/18  Nine Weeks Quarterly Assessment Week of 10/8/18	<b>Write an Argument</b> (T p.97-100) Introduce students to the Performance Task by reading the introductory paragraph with them and reviewing the criteria for an effective argument. Clarify that they will need to state an opinion about whether freedom must be demanded and then support that opinion with persuasive reasons and evidence from “I Have a Dream” and two other texts in the collection. See the rubric for scoring on page 100. (L.1.1, L.1.2, L.2.3, L.3.6,q W.1.1, W.2.4, W.2.5, W.3.9)			

**Grade 9 ELA Curriculum Map**  
**Collection 3: The Bonds Between Us**

<b>Time Frame</b>	10/16/18-11/13/18		
<b>Text</b>	1. Monkey See, Monkey Do, Monkey Connect L1160 (T p. 123)	2. My Ceremony for Taking and The Stayer (CR p. 58-60)	3. When Mr. Pirzada Came to Dine L1170 (T p.103-118)
<b>Key Learning Objective</b>	delineate and evaluate an author's claims and determine the technical meanings of words used in the text RI.1.1 RI.2.4 RI.2.5 RI.3.8 L.3.4	interpret figurative language used in text analyze the cumulative impact of specific word choices on meaning and tone RL.2.4 L.3.4	cite textual evidence to analyze character and theme in a short story to support inferences about themes RL.1.1 RL.1.2 RL.1.3 RL.2.4 RL.2.5 L.3.4
<b>Vocabulary Strategy Focus</b>	Words from Greek	N/A	Patterns of Word Changes
<b>Language &amp; Style Focus</b>	Colons	N/A	Adjective and adverb phrases
<b>Academic Vocabulary</b>	Empathy Synchronization Contagion Cognition implication	Fissure Motes Penumbra	Autonomy Compatriot Constitute Impeccably Imperceptible Succession Assail Reiteration Concede Commemorate
<b>Close Reading Strategy</b>	Modeled discussions	N/A	Modeled discussions
<b>Strategies for Annotation</b>	Analyze and evaluate author's Words from greek	Interpret figurative language	Analyze character and theme Patterns of word changes

<b>Writing Instructional Focus</b>	Cite text evidence Compose an oral argument	Cite text evidence Short response	Write a letter
<b>Suggested Activities</b>	<p>Video- The Way our Bodies and Minds Connect us in Society- MyHMH: Collections</p> <p>Class Discussions- have students use text evidence and context clues to determine the meaning of specific words and phrases. Discuss how a claim usually follows from the presentation of evidence. Discuss how authors include multiple examples to strengthen the claim.</p> <p>Highlight-  Pink: major claim  Blue: reason for claim  Green: evidence to support the reasons  Evaluate the quality of claims and evidence</p> <p>Utilize “Analyze the Text Questions” in the HMH Collections Book</p>		
<b>Assessments</b>	In teams, argue the points of the article (half the team taking the position that humans are or should be more rational decision makers. Cite evidence from the text. Finally, write a brief evaluation of which side presented the stronger case.	In what ways does each poet use figurative language to communicate a large or complex idea? Cite evidence from the text.	Compose two letters: 1-Have Mr. P describe Lilia and her family and explain why he enjoys giving Lilia candy and what she does with it. 2-Have Mr. P describe Halloween including details about pumpkin carving and Lilia’s trick-or-treating.
<b>Required Performance Task:</b>			
Required Mid-quarter interim assessment Week of 11/14/18	<p><b>Write a Fictional Narrative</b> (T p.153-156)</p> <p>Consider the ways family connections are represented in this collection. How do these texts use narrative techniques to explore interpersonal connections? Synthesize your ideas about the texts by writing a narrative that shows how a character or characters connect with others. See rubric for scoring on page 156. (L.1.1, L.1.2, L.2.3, L.3.6, W.1.3, W.2.4, W.2.5, and W.3.9)</p>		

**Grade 9 ELA Curriculum Map**  
**Collection 5: A Matter of Life or Death**

<b>Time Frame</b>	11/26/18-12/14/18			
<b>Text</b>	1. Is Survival Selfish L1140 (T p. 317-320)	2. The Most Dangerous Game L750 (online)	3. The Cask of Amontillado L830 (online)	4. The End and the Beginning (T p. 351)  The Survivor (CR p. 92)
<b>Key Learning Objective</b>	Delineate and evaluate an argument by examining a claim and the evidence provided to support the claim RI.1.2 RI.2.6 RI.3.8 L.3.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings L.3.4 L.3.5 RL.2.4	Analyze how complex characters develop over the course of the text, interact with other characters and, and advance the plot or develop the theme RL.1.3 L.3.4	Determine figurative meanings and tone RL.1.2 RL.2.4 RL.2.5 RL.2.6 L.3.4
<b>Vocabulary Strategy Focus</b>	Synonyms	Pattern of word changes	Metaphor and Simile Irony	N/A
<b>Language &amp; Style Focus</b>	Indefinite pronouns	Parallelism	Participle Phrases, Parallel Structure	N/A
<b>Academic Vocabulary</b>	Laud Transfix Consume Berate Edict	Palpable Tangible Sensuous Vitality Lacerate Quarry	Sherry Puncheons Vigorously Niche Orbs Distilled	Mired Photogenic Mill about

		Palatial	Absconded Accosted Impunity	
<b>Close Reading Strategy</b>	N/A	Modeled discussions	Read the text and determine symbols used	Close Reading Screencast/ Modeled Discussion
<b>Strategies for Annotation</b>	Delineate and evaluate an argument			Analyze Character Motivations
<b>Writing Instructional Focus</b>	Cite text evidence  Debate	Cite text evidence  Compose an oral argument	Cite Text Based Evidence to do a mini writing	Write parts of the poem that uses imagery, connotation and Tone
<b>Suggested Activities</b>	Philosophical Chair, Socratic Seminar, Mock Trial, Cornell Notes, and WIQOR			
<b>Assessments</b>	Divide the class into two teams. One team takes the position that survivors are selfish and uncivilized and rescuers are heroic; the other team takes the position that survivors are smart and rescuers are foolish. Gather evidence and hold a debate. After the debate, write a brief evaluation of each team's argument and explain which argument was more convincing.	Teacher Made Assessment or online assessment. Mock Trial to determine whether Rainsford is guilty of homicide or is murder of Zaroff justified.	Teacher Made Assessment or online assessment. Mock Trial to determine if Montresor is clinically insane or if his murder was premature	Analyzing the Text, Accountable Talk, Section Test or teacher made assessment
<b>Required Performance Task:</b>				
Semester Test- Week of 12/17/18	Speaking Activity- Philosophical Chairs	Research hunting as a sport and write an argumentative essay using TBE	Make a list of all the symbols used in Cask of Amontillado	Students will summarize each stanza and report finding to the class



**Grade 9 ELA Curriculum Map**  
**Collection 6a: The Epic**

<b>Time Frame</b>	1/8/19-2/15-19		
<b>Text</b>	1. The Journey (T p.442)	2. from The Cruellest Journey: 600 Miles to Timbuktu (T p. 421-428)	3. Odyssey (T p. 369)
<b>Key Learning Objective</b>	Interpret figurative language RL.2.4 L.3.5	Determine the central idea of a text, analyze the ideas and events presented, and cite text evidence RI.1.1 RI.1.2 RI.1.3 RI.2.5 L.3.4	Analyze elements of an epic poem such as plot RL.1.2 RL.1.3 RL.2.5 RL.2.6
<b>Vocabulary Strategy Focus</b>	N/A	Denotation and Connotation	Epic Poetry
<b>Language &amp; Style Focus</b>	N/A	Sentence Length	Epic Poetry, Alliteration, Rhyme and Meter
<b>Academic Vocabulary</b>	N/A	Circuitously Disingenuous Integrity Embark Stagnant	Epithets Allusions Trojan War Muse Mustered Stern Talents Cyclops Victuals Fair Traffic Ponderous Lugger Profusion Divers Sage

			Aft Avowel Foreboding Flay Assuage Maelstrom Travail
<b>Close Reading Strategy</b>	N/A	N/A	Screencasts- modeled discussions And Application pg. 364b
<b>Strategies for Annotation</b>	Interpret figurative language	Analyze ideas and events Denotation and Connotation	Analyze Figurative Meaning
<b>Writing Instructional Focus</b>	Discussion	Analysis	Write a detailed summary of the Poem
<b>Suggested Activities</b>			Philosophical Chair, Socratic Seminar, Cornell Notes, and WIQOR Discussion: talk about what an Epic is- Epic Poetry, Hero, Epic Plot, Epic Setting, Archetypes and Themes  Vocabulary- Similes, Epithets, Allusions, Alliteration, Rhyme, Figurative Language, Imagery and Character Traits  Analyze Character:Epic Hero- Form three groups and each group answer a question on page 399 and present the answer to the class  Enrichment- Watch the Movie: O Brother Where Art Thou? And discuss the similarities with the class
<b>Assessments</b>	Socratic Seminar: Think about the journey portrayed in this poem and the		Narrate an event from the <i>Odyssey</i> from the point of view of one of the following characters: Polyphemus, Circe, Eurylochus, Tiresias, Scylla,

	<p>journey Kira Salak undertakes in <i>The Cruellest Journey: 600 miles to Timbuktu</i>. What similarities and differences are there between the journeys? Cite evidence from both selections to support your ideas. Write a summary of the key points of the discussion. Conclude by making a generalization about the nature of journeys.</p>		<p>Athena, Eumaeus, Telemachus, Eurymachus, or Penelope.</p>
<b>Required Performance Task:</b>			
<p>Mid-quarter interim assessment Week of 3/4/19</p>			<p><b>Research and Write an Analytical Essay</b> (T p. 445-447) Review the three texts covered in this collection and consider Salak's perspective on travel. What compels characters or real people to set off on a journey--physical, mental, or spiritual--and what do they learn from their experiences? Synthesize your ideas in an analytical essay. Use evidence from the text and from additional sources to support your conclusions. (L.1.1, L.1.2, L.2.3, L.3.6, W.1.2, W.2.6, W.3.7, W.3.8, and W.3.9)</p>

## Grade 9 ELA Curriculum Map

**Collection 6b: Will be reworked to include novel/nonfiction book and accompanying informational texts**

Time Frame	2/19/19-4/11-19 for the collection      4/15/19-4/30/19 FSA Benchmark Review		
<b>Possible books:</b> The Radioactive Boy Scout L1300 Florida Teen Reads 18-19 TBD	From the Ramayana retold by R.K. Narayan (pages 861-863 from Pearson Common Core Literature)	From My Hero: Extraordinary People on the Heroes who Inspire Them by Elie Wiesel (pages 892-895 from Pearson Common Core Literature)	Of Altruism, Heroism and Nature's Gifts in the Face of Terror by Natalie Angier (pages 898-901 from Pearson Common Core Literature) 1340L
<b>Key Learning Objective</b>	Determine a theme of the text and analyze its development over the course of the piece.  Analyze a cultural experience reflected in a work of literature from outside the US RL.1.1 RL.1.2 RL.2.4 RL.2.6 L.3.4	Determine the central idea of a text and how the author unfolds a series of ideas  Determine the author's claims and how they are developed by the text.  Determine the author's point of view and his use of rhetoric to advance that point of view. RI.1.1 RI.1.2 RI.1.3 RI.2.4 RI.2.5 RI.2.6 L.3.4	Determine the central idea of a text and how the author unfolds a series of ideas  Determine the author's claims and how they are developed by the text.  Determine the author's point of view and his use of rhetoric to advance that point of view. RI.1.1 RI.1.2 RI.1.3 RI.2.4 RI.2.5 RI.2.6 L.3.4
<b>Vocabulary Strategy Focus</b>	Academic Vocabulary	Academic Vocabulary	Academic Vocabulary
<b>Language &amp; Style Focus</b>	Diction and Style	N/A	N/A
<b>Academic Vocabulary</b>	Intolerable Benediction Obstinate Chaos Rationality Embodiment Archetype	Embody Surmount Recalcitrant	Altruism Indomitable Accrued

<b>Close Reading Strategy</b>	Three Reads: 1-think about basic meaning 2-analyze key ideas, details, and craft and structure 3-connect to essential question, other texts, and world	Three Reads: 1-think about basic meaning 2-analyze key ideas, details, and craft and structure 3-connect to essential question, other texts, and world	Three Reads: 1-think about basic meaning 2-analyze key ideas, details, and craft and structure 3-connect to essential question, other texts, and world
<b>Strategies for Annotation</b>	Locating evidence	N/A	Circle the Claim Underline the evidence
<b>Writing Instructional Focus</b>	Summarization Write and Discuss	Persuasion	Research to Investigate the Topic
<b>Suggested Activities</b>	Close read, literary analysis of two portions with careful consideration to key ideas and details, craft and structure, and integration of knowledge and ideas		
<b>Assessments</b>	Comprehension check Exit tickets As a small group, create a comparison and contrast graphic organizer in which you list the similarities and differences between Rama and Ravana. Then, write two paragraphs discussing what each character means in the epic's presentation of good versus evil.	Comprehension check Exit tickets  Write letter to a newspaper editor in which you define heroism and cite specific supporting evidence from Wiesel's text as well as your own observations.	Conduct research to learn about relief efforts that occurred in the aftermath of the events of September 11, 2001. Relate the information you learn to the findings about altruism and heroism Agier describes in her article. Examine newspaper articles, history books, and websites. Take clear notes and carefully document your sources. Share your findings in Prezi or Google Slides.
<b>Required Performance Assessment</b>			
MidQ 3 given on 4/12/19 as the 9 weeks test	<b>Socratic Seminar AND Summary</b> 1-Conduct a socratic seminar in which you address the following question: Do heroes have responsibilities? Refer to the texts covered in this collection, other texts you may have read this year, and research you have conducted to support your ideas. (Scaffolding: What is a hero? Is there a difference between a hero and someone who performs a heroic act? What responsibilities heroes have in society, to other people, and to themselves? What makes people choose the heroic path? Are all heroes good? Are heroes good all the time? ) 2-After you have fully discussed this topic, summarize your discussion in a blog format and publish your reflection for others to read. (S.L.1.2, S.L.1.3, L.1.1, L.1.2 L.3.6, W.1.1, W.3.9)		

**Grade 9 ELA Curriculum Map**  
**Collection 4: Sweet Sorrow**

<b>Time Frame</b>	5/1/19-5/29/19					
<b>Text</b>	Romeo and Juliet- Prologue and Act 1, Scene i. (pg. 181) **Opening scene that sets up the circumstances of the play	Romeo and Juliet- Act 2, Scene ii. **Juliet's balcony where R & J profess their love	Romeo and Juliet- Act 3, Scene i. **Verona Square where Mercutio and Tybalt die; Prince banishes Romeo	Romeo and Juliet- Act 4, Scene i. **Friar offers Juliet a plan so she can be with Romeo	Romeo and Juliet- Act 5, Scene iii **Paris, Romeo, and Juliet die and the truth is revealed	Pyramus and Thisbe (T p. 283-287)
<b>Key Learning Objective</b>	Analyze Author's Choice (RL 2.5 RL 2.4 L 3.5a)	Analyze Author's Choice, Interpret Figurative Language (RL 2.5 RL 2.4)	Analyze Author's Choice, Interpret Figurative Language (RL 2.5 RL 2.4)	Analyze Author's Choice, Interpret Figurative Language (RL 2.5 RL 2.4)	Analyze Author's choice Parallel Plots (RL 2.5)	analyze source material RL.1.2 RL.1.3 RL.2.4 RL.2.5 RL.3.9
<b>Vocabulary Strategy Focus</b>	Synonyms, Puns and Context Clues					N/A
<b>Language &amp; Style Focus</b>	Participle Phrases, Parallel Structure, Independent and Dependant Clauses					N/A
<b>Academic Vocabulary</b>	Expose Underlie	Conjure Truckle bed Soliloquy	Dramatic Irony	Lamentable Dirgres Solemnity	Apothecary Soliloquy	N/A
<b>Close Reading Strategy</b>	As You Read, Prologue to Act (lines 1-12) Screencasts	Analyze Character Motivation, Author's Choice- Plot, Inferences, Theme, Parallel Plots Close Reading Screencast- The Marriage	Analyze Character Motivations Analyze Author's purpose Close Reading Screencasts pg. 228	Close Reading Screencast- Juliet's encounter with Paris	Close Reading- Application PDF, Act V, Scene 1 Screencast	N/A
<b>Strategies for</b>	Analyze Character-	Analyze Character-	Analyze	Analyze Word	Analyzing Source	Analyze word choices

Annotation	Motivations	Motivations	Character-Motivations	Choices	Materials and author's choice	
Writing Instructional Focus	Write a summary of Act 1	Analyze Speeches of F. Laurence and Mercutio and use what the characters say in their view for a debate	Writing Activity- Cornell Notes Summary	Writing Activity- Why do you think Friar Lawrence wanted to marry Romeo and Juliet	Writing Activity- How could the deaths of Romeo and Juliet been avoided	Compare and contrast characters between R&J and P&T
Suggested Activities	Close Read Screencasts (pg. 162b), Act Out the Play, Romeo and Juliet Audio, No Fear Shakespeare, Romeo and Juliet Movie, Socratic Seminars, Philosophical Chairs, Cornell Notes, Mock Trial					
Assessments	Analyzing the Text, Accountable Talk, Section Test or Teach Made Assessment Speaking and Writing Activity- Write a summary of each Act in Interactive Notebooks Students will make a list the major characters, and list character traits and what motivates them Writing Activity- Eulogy for Romeo and Juliet					
Required Performance Task:						
Mid-quarter interim assessment Week of 4/12/19  Semester Exam Week of 5/20/or 5/28/19	Write an Analytical Essay (T p. 301-304) Look at the texts in this collection. As you review the selections, consider the attributes or characteristics of love that are represented in each text. Synthesize your ideas by writing an analytical essay. (Clarification: Student essays will compare and contrast ideas about love in Shakespeare's play and in another text.) (L.1.1, L.1.2, W.1.2, W.2.4, W.2.5, and W.3.9)					

**Grade 9 ELA Curriculum Map**  
**Honors Novels**

<b>Time Frame</b>	Summer Reading	Quarter 1	Quarter 2	Quarters 3 and 4
<b>Text</b>	Anthem	To Kill a Mockingbird	1984	Great Expectations
<b>Key Learning Objective</b>	Determine the central idea of a text, analyze the ideas and events presented, and cite text evidence, analyze how complex characters develop over the course of the text, interact with other characters and, and advance the plot or develop the theme,plot, Inferences, Theme, Parallel Plots RL.1.3 RI.1.1 RI.1.2 RI.1.3 RI.2.5	Determine the central idea of a text, analyze the ideas and events presented, and cite text evidence, analyze how complex characters develop over the course of the text, interact with other characters and, and advance the plot or develop the theme,plot, Inferences, Theme, Parallel Plots RL.1.3 RI.1.1 RI.1.2 RI.1.3 RI.2.5	Determine the central idea of a text, analyze the ideas and events presented, and cite text evidence, analyze how complex characters develop over the course of the text, interact with other characters and, and advance the plot or develop the theme,plot, Inferences, Theme, Parallel Plots RL.1.3 RI.1.1 RI.1.2 RI.1.3 RI.2.5	Determine the central idea of a text, analyze the ideas and events presented, and cite text evidence, analyze how complex characters develop over the course of the text, interact with other characters and, and advance the plot or develop the theme,plot, Inferences, Theme, Parallel Plots RL.1.3 RI.1.1 RI.1.2 RI.1.3 RI.2.5
<b>Vocabulary Strategy Focus</b>	Literary Devices, Despotism and Communism	Literary Devices, Dramatic Irony, Civil Rights, Tone: Naive, Ironic, Reflective	Literary Devices, Irony, Sarcasm, Dramatic Irony	Literary Devices, Tone: Melancholy, Reflective, Remorseful, Nostalgic, Comical,
<b>Language &amp; Style Focus</b>	Participle Phrases, Parallel Structure, parts of speech, denotation, pronoun usage and connotation	Indefinite pronouns, parallel structure and word changes	Author's POV, News-speak, Dramatic Irony	Adjectives, metaphor, Simile, Sentimental, Dialect
<b>Academic Vocabulary</b>	portal, deign, eugenics, flints, mandate, Dias, equality, transgress	Apothecary, assuage,indigenous, malevolent, mortification, piety, sojourn, unsullied, vexations,wallowing, abominable, amiable,	contrived (1) nebulous (9) specious (12) truncheon (15) inscrutable (17) strident (7) plausible (12) tableaux (3) urbane (11) impedimenta (21)	trenchant, remonstrance, augmented, imprecations,dissuading contumaciously- stubbornly disobedient, imperious, execrating, pilfering, exonerated,



		auspicious, contentious—tending to fight; quarrelsome, dispensation, expansively, fractious, persevere, tranquility, tyranny, aloof, benevolence, benign, bewilderment, cherub, ensuing, morbid, obliged, prowess, tacit, aberrations, accosted, ascertaining, cleaved, embalming, feeble, meditative, unfathomable, vigil, whittle, analogous, antagonized, Articulate, contemporaries, evasion, inconspicuous, nausea, mausoleum, provocation, Acquired, altercation, compensation, contemptuously, ecclesiastical	aureole (12) vistas (3) disarming (10) inexorably (14) sanguine (2) formidable (10) borne (13) refrain (16)	venerated, erudition, . perspicuity, sagaciously, ablution, gourmandizing, transfixed, capricious, ignominiously, adamant
<b>Close Reading Strategy</b>	Analyze Character Motivation, Author's Choice- Plot, Inferences, Theme, Parallel Plots Close Reading Screencast- The Marriage	Analyze Character Motivation, Author's Choice- Plot, Inferences, Theme, Parallel Plots Close Reading Screencast- The Marriage	Analyze Character Motivation, Author's Choice- Plot, Inferences, Theme, Parallel Plots Close Reading Screencast- The Marriage	Analyze Character Motivation, Author's Choice- Plot, Inferences, Theme, Parallel Plots Close Reading Screencast- The Marriage
<b>Strategies for Annotation</b>	Analyze Figurative Meaning	Analyze ideas and events	Analyze Figurative Meaning	Analyze Figurative Meaning
<b>Writing Instructional Focus</b>	Offer Reasons why life expectancy was so short. Explain the difference between communism and libertarianism	Writing Style- Students will see the narration doesn't comment much on action but a series of facts. Boo Radley is a spooky	Orwell uses intricate sentences with sophisticated meanings, He uses imagery and themes throughout the novel.	Ornate, grandiose, verbose, specific, detailed and surprising

		character throughout the novel. How does that mirror the prejudice in Southern society at the time.		
<b>Suggested Activities</b>	Philosophical Chair, Socratic Seminar, Cornell Notes, and WIQOR			
<b>Assessments</b>	chapter quizzes and high order discussion questions using Socratic inquiry	Students will use Text Based Evidence to form an argument	chapter quizzes and high order discussion questions using Socratic inquiry	chapter quizzes and high order discussion questions using Socratic inquiry
<b>Performance Assessment End of Book Comprehensive Test</b>				