BCS Literacy Vision

Grade 9

Unit Overview

In this unit, students will read about and discover how people are transformed

Students will be able to:

- Evaluate written explanatory texts by analyzing how authors introduce and develop clear central ideas.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an explanatory essay in which you effectively convey complex ideas, concepts, and information.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Use resources, such as a dictionary or thesaurus, to clarify word meaning and improve 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 Questions:

- ***What can we learn from a journey?***

Anchor Text(s)

- Epic Poem: from **The Odyssey, Part 1**, Homer, translated by Robert Fitzgerald (NP)
- Epic Poem: from **The Odyssey, Part 2,** Homer, translated by Robert Fitzgerald (NP)

Related Texts

Informational Texts

Launch Text - Gone and Back Again**: A Traveler's Advice** (830L)

- Functional Workplace Document**: Application for a Mariner's License**, United States Government
- Literature and Culture: Historical Context, the Odyssey
- Interview: from **The Hero's Adventure**, Joseph Campbell and Bill Moyers (1200L)

Literary Texts

- Media, Graphic Novel: from **The Odyssey: A Graphic Novel**, Gareth Hinds
- Short Story: **The Return**, Ngugi wa Thiong'o (670L)
- Poetry: **Courage**, Anne Sexton (NP)
- Poetry: **Ithaka,** C.P. Cavafy (NP)
- Poetry: from **The Narrow Road of the Interior**, Gregory Djanikian (1210L)
- Poetry: **The Road Not Taken**, Robert Frost (NP)
- Poetry: **Your World,** Georgia Douglas Johnson (NP)
- Short Story: **The Ugly Duckling,** Hans Christian Andersen (1020L)
- Memoir: from **Wild**, Cheryl Strayed (1180L)

Nonprint Texts

- Media, Photo Essay**: Thirteen Epic Animal Migrations That Prove Just How Cool Mother Nature is**, Brianna Elliott

End-of-Unit Assessment:

Part 1: Writing to Sources: Explanatory Essay

Students will write an explanatory essay on the following topic: When does the journey matter more than the destination?

Part 2: Speaking & Listening: Multimedia Presentation

Students use their essay as the foundation for a brief three- to five-minute presentation.

Week 1	
Day 1	**Instructional Plan**

Text(s):
 	
"Gone and Back Again: A Traveler's Advice"
	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:
	  ○ Watch the unit goals video.
	  ○ Read "Gone and Back Again: A Traveler's Advice" and determine if the order in which the details appear help the reader understand the thesis.
	  ○ 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: When does the journey matter more than the destination?
	  ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.

Day 2	**Instructional Plan**
Text(s):	Student Learning Target: **9.RI.RRTC.10** 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. • Students will: ○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic.

Day 3	**Instructional Plan**

Text(s):
 	
Literature and Culture Historical Context:
The Odyssey, Homer
	Student Learning Target:
	9.RI.RRTC.10 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.
	
	• Students will:
	  ○ Analyze a brief history of ancient Greece and Greek mythology and customs.
	  ○ Discuss the existence of Homer and whether it matters.

Day 4	Instructional Plan
Text(s): **Anchor Text from The Odyssey, Part 1,** Homer	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: o Complete activities related to the Concept Vocabulary words: disparate; pluralistic; diversity; discordant; interwoven; coalescing. o **Notice:** Whom the story is about, what happens, where and when it happens, and why those involved react as they do. o **Annotate:** Mark vocabulary and key passages to revisit. o **Connect:** Ideas within selection to what you already know and have read. o **Respond:** Complete Comprehension check and writing a brief summary of the selection. o Complete comprehension questions. o Read Extension Questions. o Research one unfamiliar detail from the text, OR research something that interests them and form a research question. o Research one of the locations mentioned in the poem. o Review the Close Read Model and complete the close read sections in the selection. o Respond to questions about the text, citing textual evidence.
Day 5	**Instructional Plan**
Text(s): Anchor Text from **The Odyssey, Part 1,** Homer	Student Learning Target**:** **9-10.L.VAU.4.b** Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. **9-10.L.VAU.5** 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. • Students will: o Complete activities related to the Concept Vocabulary words: disparate; pluralistic; diversity; discordant; interwoven; coalescing. o Complete activities related to Word Parts. o Add new words to their Word Network as they read texts in the unit. o Complete activities to analyze dialogue.

Week 2	
Day 6	**Instructional Plan**

Text(s):
 	
Anchor Text from **The Odyssey, Part 1,** Homer
	Student Learning Target**:**
	9-10.SL.CC.1 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.
	
	• Students will:
	  ○ Deliver a conversation among ordinary Greeks discussing Odysseus' exploits.
	  ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.

Day 7	**Instructional Plan**

Text(s):
 	
Anchor Text from **The Odyssey, Part 2,** Homer
	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:
	  ○ **Notice:** Whom the story is about, what happens, where and when it happens, and why those involved react as they do.
	  ○ **Annotate:** Mark vocabulary and key passages to revisit.
	  ○ **Connect:** Ideas within selection to what you already know and have read.
	  ○ **Respond:** Complete Comprehension check and writing a brief summary of the selection.
	  ○ Complete comprehension questions.
	  ○ Research other works by Homer.
	  ○ Complete the close read sections in the selection.
	  ○ Respond to questions about the text, citing textual evidence.

Day 8	Instructional Plan
Text(s): Anchor Text from **The Odyssey, Part 2,** Homer	Student Learning Target**:** **9-10.L.CSE.1** 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. **9-10.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **9-10.L.VAU.4.b** Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. • Students will: o Compare similes. o Complete activities related to the Concept Vocabulary words: craft; dissemble; incredulity; bemusing; guise; deceived. o Complete activities related to the Latin roots: *-sem-, -sim-.* o Add new words to their Word Network as they read texts in the unit. o Analyze words and phrases not in predictable order.
Day 9	**Instructional Plan**
Text(s): Anchor Text from **The Odyssey, Part 2,** Homer	Student Learning Target**:** **9-10.SL.CC.1** 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. **9-10.SL.CC.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence**.** **9-10.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) • Students will: o Write a short biography of Odysseus. o Conduct a debate to decide whether Odysseus should be prosecuted for murder. o Add notes and evidence that will be used to inform the Performance-Based Assessment. o Take the Selection Test: from *The Odyssey*, Part 2.

Day 10	Instructional Plan
Text(s): from **The Odyssey, A Graphic Novel,** Gareth Hinds	Student Learning Targets**:** **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. **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: ○ **Look:** At each image and determine whom or what it portrays. ○ **Note:** Elements in each panel that you find interesting and want to revisit. ○ **Connect:** Details in the images to other media you've experienced, texts you've read, or images you've seen. ○ **Respond:** Complete comprehension check and writing a brief summary of the selection. ○ Review **Media Vocabulary:** panel; splash; tier; gutter; caption; speech bubble. ○ Listen to Selection Audio from *The Odyssey*, A Graphic Novel: Accessible Text. ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text. ○ Research a mythological being.

Week 3

Day 11	Instructional Plan
Text(s): from ***The Odyssey*, A Graphic Novel,** Gareth Hinds	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: ○ Review the splash and answer question. ○ Respond to questions about the graphic novel. ○ Complete activities related to the media Vocabulary words: panel; tier; caption; splash; gutter; speech bubble. ○ Add new words to their Word Network as they read texts in the unit.

Day 12	Instructional Plan
Text(s): from **The Odyssey, A Graphic Novel,** Gareth Hinds	Student Learning Target**:** **9-10.RL.IKI.7** Evaluate the topic, subject, and/or theme in two diverse formats or media. **9-10.RL.IKI.9** Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text. **9-10.W.TTP.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. **9-10.W.TTP.1.a** Introduce precise claim(s). **9-10.W.RBPK.9** 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. • Students will: o Write a review of a graphic novel. o Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 13	**Instructional Plan**
Text(s): **Application for a Mariner's License**	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. **9-10.RI.KID.1** Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions. **9-10.RI.CS.5** Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. • Students will: o Review **Concept Vocabulary** forbidden; steal; tryst. o **Notice:** Whom the story is about, what happens, where and when it happens, and why those involved react as they do o **Annotate:** Mark vocabulary and key passages to revisit o **Connect:** Ideas within selection to what you already know and have read. o **Respond:** Complete Comprehension check by writing a brief summary of the selection. o Read the Selection. o Complete comprehension questions. o Review the Close Read Model and complete the close read sections in the selection. o Respond to questions about the text, citing textual evidence. o Add new words to their Word Network as they read texts in the unit. o Complete a job application for a mariner's license. o Role-play a job interview. o Add notes and evidence that will be used to inform the Performance-Based Assessment.

Day 14	Instructional Plan
Text(s):	Student Learning Target: **9-10.W.TTP.2** Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. **9-10.W.TTP.2 .a** Provide an introduction that is relevant to the rest of the text and effectively engages the audience. **9-10.W.TTP.2 .b** Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. **9-10.W.TTP.2 .c** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **9-10.W.TTP.2 .d** Provide a concluding statement or section that follows from and supports the information or explanation presented. **9-10.W.TTP.2 .e** Use appropriate formatting, graphics, and multimedia to aid comprehension. **9-10.W.TTP.2 .f** Use precise language and domain-specific vocabulary to manage the complexity of the topic. **9-10.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. • Students will: o Write an explanatory essay on how personal strengths and weaknesses are magnified during a journey at sea. o Pre-Writing/Planning**:** Students focus their research and evaluate sources. o Drafting: Students organize and write a first draft.

Day 15	Instructional Plan
Text(s):	Student Learning Targets: **9-10.L.CSE.2** 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. **9-10.L.VAU.4.c** Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. **9-10.W.TTP.2** Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. **9-10.W.TTP.2 .c** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **9-10.W.TTP.2 .d** Provide a concluding statement or section that follows from and supports the information or explanation presented. **9-10.W.TTP.2 .e** Use appropriate formatting, graphics, and multimedia to aid comprehension. **9-10.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above. • Students will: o Check for Accuracy by using a dictionary and thesaurus to improve writing. o Evaluate and revise draft utilizing peer reviews. o Evaluate and revise draft utilizing peer reviews. o Create a final version of their essay and share in small groups. o Reflect on their explanatory essays.

Week 4	
Day 16	**Instructional Plan**
Text(s): • **Short Story:** *The Return,* Ngugi wa Thiong'o (670L) • **Interview,** *from The Hero's Adventure,* Joseph Campbell and Bill Moyers (1200L) • **Poetry:** *Courage,* Anne Sexton (NP) • **Poetry:** *Ithaka, C.P. Cavafy (*NP) • **Poetry:** *from The Narrow Road of the Interior,* Gregory Djanikian (1210L)	Student Learning Targets: **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: ○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic. ○ Make a schedule with group for completing tasks. ○ Choose specific roles for each member.
Day 17	**Instructional Plan**
Text(s): **The Return,** Ngugi wa Thiong'o	Student Learning Targets: **9-10.L.VAU.4** 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. **9-10.L.VAU.4.b** Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. **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: ○ **Notice:** Whom the story is about, what happens, where and when it happens, and why those involved react as they do. ○ **Annotate:** Mark vocabulary and key passages to revisit. ○ **Connect:** Ideas within selection to what you already know and have read. **Respond:** Complete Comprehension check by writing a brief summary of the selection. ○ Complete comprehension questions. ○ Research one unfamiliar detail from the text. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence.

Day 18	Instructional Plan
Text(s): **The Return,** Ngugi wa Thiong'o	Student Learning Target: **9-10.L.VAU.4.b** Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. **9-10.L.VAU.5** 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. **9-10.RL.CS.5** Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise. **9-10.RL.CS.6** Analyze how point of view and/or author purpose shapes the content and style of diverse texts. • Students will: o Complete activities related to the **Concept Vocabulary** words: sprawling; serpentine; compact. o Add new words to their Word Network as they read texts in the unit. o Analyze elements of foreshadowing and situational irony. o Analyze Craft and Structure: Plot Devices.

Day 19	Instructional Plan
Text(s): **The Return,** Ngugi wa Thiong'o	Student Learning Target: **9-10.L.CSE.1** 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. **9-10.W.TTP.2** Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. • Students will: o Read and analyze verbs and phrases in the active and passive voice. o Write a chat post. o Add notes and evidence that will be used to inform the Performance-Based Assessment.

Day 20	Instructional Plan
Text(s): from **The Hero's Adventure from The Power of Myth** Joseph Campbell and Bill Moyers	Student Learning Target: **9-10.L.VAU.4.a** Use context as a clue to the meaning of a word or a phrase. **9.RI.RRTC.10** 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. • Students will: ○ **Notice:** Whom the story is about, what happens, where and when it happens, and why those involved react as they do. ○ **Annotate:** Mark vocabulary and key passages to revisit. ○ **Connect:** Ideas within selection to what you already know and have read. ○ **Respond:** Complete Comprehension check by writing a brief summary of the selection. ○ Comprehension questions. ○ Research one unfamiliar detail from the text. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence.

Week 5

Day 21	Instructional Plan
Text(s): from **The Hero's Adventure from The Power of Myth** Joseph Campbell and Bill Moyers	Student Learning Target: **9-10.L.VAU.4.c** Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. **9-10.L.VAU.5** 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. **9-10.RI.KID.3** Analyze how an author presents and develops key ideas and events to impact meaning. • Students will: ○ Complete activities related to the **Concept Vocabulary** words: infantile; psyche; dependency. ○ Add new words to their Word Network as they read texts in the unit. ○ Analyze various elements of a feature article.

Day 22	Instructional Plan
Text(s): from **The Hero's Adventure from The Power of Myth** Joseph Campbell and Bill Moyers	Student Learning Target: **9-10.L.CSE.1** 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. **9-10.W.RBPK.7** Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation. **9-10.W.RBPK.9** 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. • Students will: o Practice identifying gerund phrases and functions. o Create a presentation on the theme of heroes. o Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 23	**Instructional Plan**
Text(s): **Courage,** Anne Sexton **Ithaka,** C.P. Cavafy **The Narrow Road of the Interior***,* Gregory Djanikian	Student Learning Target: **9-10.L.VAU.4.a** Use context as a clue to the meaning of a word or a phrase. **9-10.L.VAU.4.d** Use etymological patterns in spelling as clues to the meaning of a word or phrase. **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: o **Notice:** Whom the story is about, what happens, where and when it happens, and why those involved react as they do o **Annotate:** Mark vocabulary and key passages to revisit. o **Connect:** Ideas within selection to what you already know and have read. o **Respond:** Complete Comprehension check by writing a brief summary of the selection. o Complete comprehension questions. o Research a location mentioned in the poem. o Review the Close Read Model and complete the close read sections in the selection. o Respond to questions about the text, citing textual evidence.

Day 24	Instructional Plan
Text(s): **Courage,** Anne Sexton **Ithaka,** C.P. Cavafy **The Narrow Road of the Interior,** Gregory Djanikian	Student Learning Targets: **9-10.L.VAU.4.b** Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. **9-10.L.VAU.5** 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. • Students will: o Complete activities related to the Concept Vocabulary words: awesome; destined; eternal. o Add new words to their Word Network as they read texts in the unit. o Analyze metaphors or similes from the poems.

Day 25	Instructional Plan
Text(s): **Courage,** Anne Sexton **Ithaka,** C.P. Cavafy **The Narrow Road of the Interior,** Gregory Djanikian	Student Learning Targets: **9-10.L.CSE.1** 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. **9-10.RL.CS.4** 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. **9-10.SL.CC.1** 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. • Students will: o Practice identifying point of view in the poems. o Explore ideas expressed in the poems. o Add notes and evidence that will be used to inform the Performance-Based Assessment.

Week 6	
Day 26	**Instructional Plan**
Text(s):	Student Learning Target: **9-10.SL.PKI.4** 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. **9-10.SL.PKI.5** Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **9-10.SL.PKI.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. • Students will: ○ Develop a presentation that addresses the question: What different types of journeys are there, and how can they transform someone? ○ Analyze the text. ○ **Plan with Your Group:** Students analyze the text, gather evidence and media examples, and organize ideas for the podcast. ○ Practice the podcast, fine-tune the content and improve use of media. ○ Present as a group and use checklist items to evaluate.
Day 27	**Instructional Plan**
Text(s):	Student Learning Target: **9.RI.RRTC.10** 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. • Students will: ○ Create a Schedule. ○ Practice what you have learned. ○ Take Notes. ○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic.

Day 28	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. **9.RI.RRTC.10** 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. **9-10.SL.CC.1** 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. • Students will: ○ **Notice:** Whom the story is about, what happens, where and when it happens, and why those involved react as they do. ○ **Annotate:** Mark vocabulary and key passages to revisit. ○ **Connect:** Ideas within selection to what you already know and have read. **Respond:** Complete Comprehension check by writing a brief summary of the selection. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence. ○ Write about a paragraph that grabbed their interest. ○ Share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 29	**Instructional Plan**
Text(s):	Student Learning Target: **9-10.W.TTP.2** Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. **9-10.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. • Students will: ○ Evaluate the strength of their evidence. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Write an essay exploring when the journey might matter more than the destination. ○ Use the rubric to guide their revisions.

Day 30	Instructional Plan

Text(s):	Student Learning Target:
	9-10.SL.PKI.4 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.
	
	• Students will:
	  ○ Develop a brief three- to five-minute podcast.
	  ○ Reflect on Unit goals, learning strategies, and the text.
	  ○ Take the UNIT test.