

# UNIT ONE: TENSION IN LITERATURE

UPDATE: UNIT ONE HAS BEEN INCREASED TO 40 DAYS ALLOWING MORE TIME FOR DEEPER ANALYSIS OF TEXTS, AND TO INCORPORATE ADDITIONAL CULMINATING WRITTEN TASKS.

Students explore how authors create mystery, tension and surprise in engaging literature and informative text. Students deepen understanding of characters and plot developments in light of text structure, event sequencing, and the manipulation of time. Evidence based writing focuses on explaining the effectiveness of authors' techniques. Additionally, writing a personal narrative will give students the opportunity to express themselves and segues into unit two.

All units focus primarily on the reading standards. Teachers will find, however, there are logical extensions to be made in order to integrate all standards.

Use EdConnect resources to support your instruction

Unit one text sets:

Where Are You Going, Where Have You Been?"

"Pied Piper of Tucson"

"The Cask of Amontillado"

"What is worth fighting for?"

Seabiscuit: An American Legend

Narrative writing (summative)

Priority standards:

RL.9.1

RL.9.2

RL.9.3

RL.9.5

RI.9.1

RI.9.2

RI.9.4

W.9.2

W.9.3

W.9.4

W.9.5

W.9.9

W.9.10

SL.9.1

SL.9.6

L.9.1

L.9.2

L.9.4

# September 2019

Monday	Tuesday	Wednesday	Thursday	Friday
Labor Day 2	PD No Students 3	PD No Students 4	First Day of School 5 Classroom policies and procedures	Classroom policies and procedures 6
9	10	11	12	13

<p>Introduction to unit 1: Tension in Literature.  Anchor text: Where Are You Going, Where Have You Been?"  Vocabulary strategies/textual words  First read- anchor text  See teacher module</p>	<p>Anchor text:  Pied Piper of Tucson strategies/textual words  Vocabulary strategies/textual words  First read- anchor text  See teacher module</p>	<p>Anchor text: Where Are You Going, Where Have You Been?"    Second read-anchor text-emphasis on how Oates builds tension  See teacher module</p>	<p>Anchor text: Pied Piper of Tucson strategies/textual words  Second read- anchor text  See teacher module</p>	<p>Anchor texts: Pied Piper of Tucson and Where Are You Going, Where Have You Been?"    Third read- anchor text and culminating writing activity  See teacher module for writing activity (ideally typed)</p>
<p>16  Anchor texts: Pied Piper of Tucson and Where Are You Going, Where Have You Been?"    Third read- anchor text and culminating writing activity  See teacher module    See teacher module for writing activity (ideally typed)</p>	<p>17  Anchor texts: Pied Piper of Tucson and Where Are You Going, Where Have You Been?"    Third read- anchor text and culminating writing activity  See teacher module    See teacher module for writing activity (ideally typed)</p>	<p>18  Anchor text: The Cask of Amontillado by Poe (Holt textbook)    Preview/Pre-read the text  Introduce essential question of text "Is Revenge Justified?"    Page 370 of textbook    Text analysis-mood</p>	<p>19  Anchor text: The Cask of Amontillado by Poe (Holt textbook)    First read of text: Paraphrase    Page 372 of textbook    Text analysis-mood</p>	<p>20  Anchor text: The Cask of Amontillado by Poe (Holt textbook)    Second read of text: STOP and JOTS    Page 372 of textbook    Text analysis-mood</p>
<p>23  Anchor text: The Cask of Amontillado by Poe (Holt textbook)    Produce own media project    Page 384-387</p>	<p>24  Anchor text: The Cask of Amontillado by Poe (Holt textbook)    Produce own media project    Page 384-387</p>	<p>25  Anchor text: The Cask of Amontillado by Poe (Holt textbook)    Produce own media project    Page 384-387</p>	<p>26  Anchor text: The Cask of Amontillado by Poe (Holt textbook)    Produce own media project    Page 384-387</p>	<p>27  Anchor text: The Cask of Amontillado by Poe (Holt textbook)    Produce own media project    Page 384-387</p>

			HS Back to School Night	
30				
<p><b>Anchor text: What is worth fighting for? By Richard Wright</b></p> <p><b>First read of anchor text-making conclusions</b></p>				

# October 2019

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
	<p><b>Anchor text: What is worth fighting for? By Richard Wright</b></p> <p><b>Second read of anchor text-author analysis of text-why events in certain order</b></p>	<p><b>Anchor text: What is worth fighting for? By Richard Wright</b></p> <p>Emphasis on the language standard (use of idioms and verb usage- see "After Reading:</p> <p>Third read (if necessary)</p>	<p><b>Anchor text: What is worth fighting for? By Richard Wright</b></p> <p>Writing Prompt: See page 125</p>	<p><b>Anchor text: What is worth fighting for? By Richard Wright</b></p> <p>Writing Prompt: See page 125</p>
7	8	9	10	11
<p><b>Anchor text: Seabiscuit: An American Legend</b></p> <p>First read of anchor text-author's purpose (gist)</p>	<p><b>Anchor text: Seabiscuit: An American Legend</b></p> <p>Second read of anchor text-author's purpose and task</p>	<p><b>Anchor text: Seabiscuit: An American Legend</b></p> <p>Third read of anchor text-author's purpose and task (text</p>	<p><b>Anchor text: Seabiscuit: An American Legend</b></p> <p>Vocabulary in context/speaking/ and</p>	<p><b>Anchor text: Seabiscuit: An American Legend</b></p> <p>Vocabulary in context/speaking/ and <i>aud</i></p>

		analysis: suspense in biography)	aud prefix in word family (page 137)	prefix in word family (page 137)
14 Reteach/visit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	15 Reteach/visit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	16 Reteach/visit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	17 Reteach/visit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	18 PD No Students
21 Reteach/visit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	22 Reteach/visit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	23 Reteach/visit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	24 Reteach/visit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	25 Reteach/visit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)
28 W.3 Narrative Using the NJSLA narrative writing rubric, students are to craft a "Who Am I?" narrative. Teachers will need to model expectations to support a writing culture	29 W.3 Narrative Using the NJSLA narrative writing rubric, students are to craft a "Who Am I?" narrative. Teachers will need to model expectations to support a writing culture	30 W.3 Narrative Using the NJSLA narrative writing rubric, students are to craft a "Who Am I?" narrative. Teachers will need to model expectations to support a writing culture	31 W.3 Narrative Using the NJSLA narrative writing rubric, students are to craft a "Who Am I?" narrative. Teachers will need to model expectations to support a writing culture	

# November 2019

Monday	Tuesday	Wednesday	Thursday	Friday
				1 W.3 Narrative Using the NJSLA narrative writing rubric, students are to craft a "Who Am I?" narrative. Teachers will need to model expectations to support a writing culture
4 W.3 Narrative Using the NJSLA narrative writing rubric, students are to craft a "Who Am I?" narrative. Teachers will need to model expectations to support a writing culture	5 Election Day	6 W.3 Narrative Using the NJSLA narrative writing rubric, students are to craft a "Who Am I?" narrative. Teachers will need to model expectations to support a writing culture	7 NJEA Conference No School	8 NJEA Conference No School
11 Veteran's Day	12 Recap/review of unit one. Use data to inform instruction.  *Teachers may use these days as needed throughout Unit One.	13 Recap/review of unit one. Use data to inform instruction.  *Teachers may use these days as needed throughout Unit One.  1 <sup>st</sup> Marking Period Ends	14 Recap/review of unit one. Use data to inform instruction.  *Teachers may use these days as needed throughout Unit One.	15 Recap/review of unit one. Use data to inform instruction.  *Teachers may use these days as needed throughout Unit One.
18	19	20	21	22

<p>Recap/review of unit one. Use data to inform instruction.</p> <p>*Teachers may use these days as needed throughout Unit One.</p>	<p>Unit one ends</p> <p>Recap/review of unit one. Use data to inform instruction.</p> <p>*Teachers may use these days as needed throughout Unit One</p>	<p>Unit Two Begins</p> <p><b>Anchor text:</b></p> <p>Introduction of Text Set 1 (Barbie Doll, Beguiling Truth about Beauty, Going for the Look but Risking Discrimination)</p> <p>See curriculum for links OR Teacher Module for copies of the text (these three stories/poems are intertwined)</p> <p>Anchor text: Barbie Doll (first, second and third read) page 5 Teacher module)</p> <p>Vocabulary Plan Day 1</p>	<p><b>Anchor text:</b></p> <p><b>The Beguiling Truth about Beauty: (first, second and third read) page 6 Teacher module) Vocabulary Plan Day 2</b></p>	<p><b>Anchor text:</b></p> <p><b>The Beguiling Truth about Beauty: (first, second and third read) page 6 Teacher module) Vocabulary Plan Day 2</b></p>
<p style="text-align: right;">25</p> <p>Anchor text: "The Bluest Eye" by Toni Morrison</p> <p>Use the curriculum teaching guide for focal scenes, tasks and evidence based responses.</p> <p>Introduction to "The Bluest Eye" Focal Scene 1 p. 3-4 (Dick and Jane) p. 5-6 (Quiet as it's kept) (academic vocabulary included)</p> <p style="text-align: center;"><b>1:00pm Dismissal PD for HS</b></p>	<p style="text-align: right;">26</p> <p>Anchor text: "The Bluest Eye" by Toni Morrison</p> <p>Use the curriculum teaching guide for focal scenes, tasks and evidence based responses.</p> <p>Introduction to "The Bluest Eye" Focal Scene 1 p. 3-4 (Dick and Jane) p. 5-6 (Quiet as it's kept) (academic vocabulary included)</p> <p style="text-align: center;"><b>1:00pm Dismissal HS Parent Teacher Conferences</b></p>	<p style="text-align: right;">27</p> <p><b>Anchor text: "The Bluest Eye" by Toni Morrison</b></p> <p><b>Use the curriculum teaching guide for focal scenes, tasks and evidence based responses.</b></p> <p><b>Introduction to "The Bluest Eye" Focal Scene 1 p. 3-4 (Dick and Jane) p. 5-6 (Quiet as it's kept) (academic vocabulary included)</b></p> <p style="text-align: center;"><b>1:00pm Dismissal for CCSD</b></p>	<p style="text-align: right;">28</p> <p style="text-align: center;"><b>Thanksgiving</b></p>	<p style="text-align: right;">29</p> <p style="text-align: center;"><b>Thanksgiving Break</b></p>

<p><b>UNIT TWO: THE GOOD, THE TRUE AND THE BEAUTIFUL</b></p> <p>Update: 50 Days</p> <p>Additional days given for reteach, revisit and written summative assessments</p>	<p>Students grapple with the classic themes of the good, the true and the beautiful through poetry, memoirs, fiction and literary criticism. Students examine the role of figurative and literal language to evoke emotion, create imagery, and deepen comprehension in texts from a variety of cultures. Evidence based writing focuses on explaining how authors use juxtaposition and style to convey a message</p>	<p>Anchor text sets:</p> <p>Barbie Doll, Beguiling Truth about Beauty, Going for the Look but Risking Discrimination</p> <p>Anchor text: "The Bluest Eye" by Toni Morrison</p>	<p><b>Priority Standards:</b></p> <p>RL.9.1 RL.9.2 <b>RL.9.4</b> <b>RL.9.6</b> <b>RI.9.1</b> <b>RI.9.2</b> <b>RI.9.8</b> <b>RI.9.9</b> <b>W.9.2</b> <b>W.9.4</b> <b>W.9.5</b> <b>W.9.9</b> <b>W.9.10</b> <b>SL.9.1</b> <b>SL.9.3</b> <b>SL.9.6</b> <b>L.9.1</b> <b>L.9.2</b> <b>L.9.4 (a), (b)</b> <b>L.9.5</b></p>
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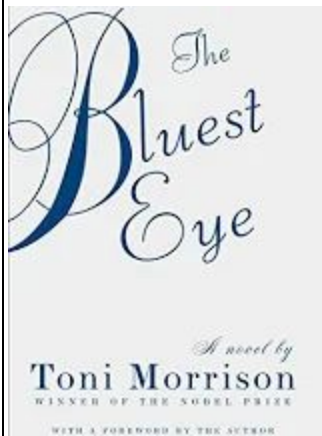
December	2019
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Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
<p><b>Anchor text: "The Bluest Eye" by Toni Morrison</b></p> <p><b>Use the curriculum teaching guide for focal scenes, tasks and evidence based responses.</b></p>	<p>Anchor text: "The Bluest Eye" by Toni Morrison</p> <p>Use the curriculum teaching guide for focal scenes, tasks and evidence based responses.</p>	<p>Anchor text: "The Bluest Eye" by Toni Morrison</p> <p>Focal scene 2 p.10-12, 19-23</p>	<p><b>Anchor text: "The Bluest Eye" by Toni Morrison</b></p> <p><b>Focal scene 3</b> <b>p. 44-50</b></p>	<p><b>Anchor text: "The Bluest Eye" by Toni Morrison</b></p> <p><b>Focal scene 3</b> <b>p. 44-50</b></p>

<p>Introduction to "The Bluest Eye" Focal Scene 1 p. 3-4 (Dick and Jane) p. 5-6 (Quiet as it's kept) (academic vocabulary included)</p>	<p>Introduction to "The Bluest Eye" Focal Scene 1 p. 3-4 (Dick and Jane) p. 5-6 (Quiet as it's kept) (academic vocabulary included)</p>	<p>Discussion and syntax work included</p>	<p>Discussion and syntax work included</p> <p>RL 9.1/9.2 SL 9.1</p>	<p>Discussion and syntax work included</p> <p>RL 9.1/9.2 SL 9.1</p>
<p>9</p> <p>Anchor text: "The Bluest Eye" by Toni Morrison Focal scene 4 p. 61-74 Academic vocabulary from scenes four and five</p> <p>RL 9.1/9.2 SL 9.1 L9.4</p>	<p>10</p> <p>Anchor text: "The Bluest Eye" by Toni Morrison Focal scene 4 p. 61-74 Academic vocabulary from scenes four and five</p> <p>RL 9.1/9.2 SL 9.1 L9.4</p>	<p>11</p> <p>Anchor text: "The Bluest Eye" by Toni Morrison Focal scene 4 p. 61-74 Academic vocabulary from scenes four and five</p> <p>RL 9.1/9.2 SL 9.1 L9.4</p>	<p>12</p> <p>Anchor text: "The Bluest Eye" by Toni Morrison Focal scene 5 p. 81-93</p> <p>RL 9.1/9.2 SL 9.1</p>	<p>13</p> <p>Anchor text: "The Bluest Eye" by Toni Morrison Focal scene 5 p. 81-93</p> <p>RL 9.1/9.2 SL 9.1</p>
<p>16</p> <p>Anchor text: "The Bluest Eye" by Toni Morrison Focal scene 6 p. 107-109, 121-126</p> <p>RL 9.1/9.2 SL 9.1</p>	<p>17</p> <p>Anchor text: "The Bluest Eye" by Toni Morrison Focal scene 6 p. 107-109, 121-126</p> <p>RL 9.1/9.2 SL 9.1</p>	<p>18</p> <p>Anchor text: "The Bluest Eye" by Toni Morrison Focal scene 7 p. 146-149, 159-163, 175-175</p>	<p>19</p> <p>Anchor text: "The Bluest Eye" by Toni Morrison Focal scene 7 p. 146-149, 159-163, 175-175</p>	<p>20</p> <p>Anchor text: "The Bluest Eye" by Toni Morrison Focal scene 7 p. 146-149, 159-163, 175-175</p> <p>I:00pm Dismissal</p>
<p>23</p>	<p>24</p>	<p>25</p>	<p>26</p>	<p>27</p>



Winter Break	Winter Break	Winter Break	Winter Break	Winter Break
Winter Break 30	Winter Break 31			



Transitioning from unit two to unit three  
"Love and Madness"

Unit three text sets:

"Romeo and Juliet"- anchor text

"Watching New Love as it Searns and Brain"

There are additional thematic resources available in the CCSD curriculum portal.

Use EdConnect resources to support your instruction

All units focus primarily on the reading standards. Teacher will find, however, there are logical extensions to be made in order to integrate all standards.

**Looking Ahead:**  
Unit Three: Love or Madness

# January 2020

Monday	Tuesday	Wednesday	Thursday	Friday
		New Year's Day 1	Recap/review novel 2	Anchor text: "The Bluest Eye" by Toni Morrison Focal scene 8 p.187-206 3

Three King's Day	6	7	8	9
	Anchor text: "The Bluest Eye" by Toni Morrison Focal scene 8 p.187-206  RL 9.1/9.2 SL 9.1	Anchor text: "The Bluest Eye" by Toni Morrison Focal scene 8 p.187-206  RL 9.1/9.2 SL 9.1	Anchor text: "The Bluest Eye" by Toni Morrison Focal scene 8 p.187-206  RL 9.1/9.2 SL 9.1	Anchor text: "The Bluest Eye" by Toni Morrison Focal scene 9 Appendix and academic language and vocabulary  SL 9.1 RL 9.4
13	14	15	16	17
Anchor text: "The Bluest Eye" by Toni Morrison Focal scene 9 Appendix and academic language and vocabulary  SL 9.1 RL 9.4	Anchor text: "The Bluest Eye" by Toni Morrison Focal scene 9 Appendix and academic language and vocabulary  SL 9.1 RL 9.4	Anchor text: "The Bluest Eye" by Toni Morrison Focal scene 9 Appendix and academic language and vocabulary  SL 9.1 RL 9.4	Anchor text: "The Bluest Eye" by Toni Morrison Focal scene 9 Appendix and academic language and vocabulary  SL 9.1 RL 9.4	W.9.2 Write informative/explanatory texts.  See culminating reading comprehension task from unit plan.  Students should write/type essay responses
MLK Day	20	21	22	23
	W.9.2 Write informative/explanatory texts.  See culminating reading comprehension task from unit plan.  Students should write/type essay responses	W.9.2 Write informative/explanatory texts.  See culminating reading comprehension task from unit plan.  Students should write/type essay responses	W.9.2 Write informative/explanatory texts.  See culminating reading comprehension task from unit plan.  Students should write/type essay responses	W.9.2 Write informative/explanatory texts.  See culminating reading comprehension task from unit plan.  Students should write/type essay responses
27	28	29	30	31
Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)  2 <sup>nd</sup> Marking Period Ends



Key Dates: Midterm- need for data day. See EdConnect

# February 2020

Monday	Tuesday	Wednesday	Thursday	Friday
3 Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	4 Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	5 Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	6 Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	7 PD No Students
10 Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	11 Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	12 Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	13 Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	14 Unit two ends Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)
17 President's Day	18 Unit three begins <b>Anchor text: Romeo and Juliet</b> Introduce Shakespeare	19 <b>Anchor text: Romeo and Juliet</b> Teachers should use their professional expertise to judge pacing of the play. It should	20 <b>Anchor text: Romeo and Juliet</b> Teachers should use their professional expertise to judge pacing of the play. It should	21 <b>Anchor text: Romeo and Juliet</b> Teachers should use their professional expertise to judge pacing of the play. It should take

	<p>This is students first exposure to Shakespeare. Review iambic pentameter, globe theatre, Anne Hathaway, etc.</p> <p>Teachers should use their professional expertise to judge pacing of the play. It should take no more than 30 days to complete the play/anchor text</p>	<p>take no more than 30 days to complete the play/anchor text</p>	<p>take no more than 30 days to complete the play/anchor text</p>	<p>no more than 30 days to complete the play/anchor text</p>
<p>24</p> <p><b>Anchor text: Romeo and Juliet</b></p> <p>Teachers should use their professional expertise to judge pacing of the play. It should take no more than 30 days to complete the play/anchor text</p>	<p>25</p> <p><b>Anchor text: Romeo and Juliet</b></p> <p>Teachers should use their professional expertise to judge pacing of the play. It should take no more than 30 days to complete the play/anchor text</p>	<p>26</p> <p><b>Anchor text: Romeo and Juliet</b></p> <p>Teachers should use their professional expertise to judge pacing of the play. It should take no more than 30 days to complete the play/anchor text</p>	<p>27</p> <p><b>Anchor text: Romeo and Juliet</b></p> <p>Teachers should use their professional expertise to judge pacing of the play. It should take no more than 30 days to complete the play/anchor text</p>	<p>28</p> <p><b>Anchor text: Romeo and Juliet</b></p> <p>Teachers should use their professional expertise to judge pacing of the play. It should take no more than 30 days to complete the play/anchor text</p>

# March 2020

Monday	Tuesday	Wednesday	Thursday	Friday
<p>2</p> <p><b>Anchor text: Romeo and Juliet</b></p> <p>Teachers should use their professional expertise to judge pacing of the play. It should take no more than 30 days to complete the play/anchor text</p>	<p>3</p> <p><b>Anchor text: Romeo and Juliet</b></p> <p>Teachers should use their professional expertise to judge pacing of the play. It should take no more than 30 days to complete the play/anchor text</p>	<p>4</p> <p><b>Anchor text: Romeo and Juliet</b></p> <p>Teachers should use their professional expertise to judge pacing of the play. It should take no more than 30 days to complete the play/anchor text</p>	<p>5</p> <p><b>Anchor text: Romeo and Juliet</b></p> <p>Teachers should use their professional expertise to judge pacing of the play. It should take no more than 30 days to complete the play/anchor text</p>	<p>6</p> <p><b>Anchor text: Romeo and Juliet</b></p> <p>Teachers should use their professional expertise to judge pacing of the play. It should take no more than 30 days to complete the play/anchor text</p>
<p>9</p>	<p>10</p>	<p>11</p>	<p>12</p>	<p>13</p>

<p><b>Anchor text: Romeo and Juliet</b></p> <p>Teachers should use their professional expertise to judge pacing of the play. It should take no more than 30 days to complete the play/anchor text</p>	<p><b>Anchor text: Romeo and Juliet</b></p> <p>Teachers should use their professional expertise to judge pacing of the play. It should take no more than 30 days to complete the play/anchor text</p>	<p><b>Anchor text: Romeo and Juliet</b></p> <p>Teachers should use their professional expertise to judge pacing of the play. It should take no more than 30 days to complete the play/anchor text</p>	<p><b>Anchor text: Romeo and Juliet</b></p> <p>Teachers should use their professional expertise to judge pacing of the play. It should take no more than 30 days to complete the play/anchor text</p>	<p><b>Anchor text: Romeo and Juliet</b></p> <p>Teachers should use their professional expertise to judge pacing of the play. It should take no more than 30 days to complete the play/anchor text</p>
<p>16</p> <p><b>Anchor text: Romeo and Juliet</b></p> <p>Teachers should use their professional expertise to judge pacing of the play. It should take no more than 25 days to complete the play/anchor text</p>	<p>17</p> <p><b>Anchor text: Romeo and Juliet</b></p> <p>Teachers should use their professional expertise to judge pacing of the play. It should take no more than 25 days to complete the play/anchor text</p>	<p>18</p> <p><b>Anchor text: Romeo and Juliet</b></p> <p>Teachers should use their professional expertise to judge pacing of the play. It should take no more than 25 days to complete the play/anchor text</p>	<p>19</p> <p><b>Anchor text: Romeo and Juliet</b></p> <p>Teachers should use their professional expertise to judge pacing of the play. It should take no more than 25 days to complete the play/anchor text</p>	<p>20</p> <p><b>PD No Students</b></p>
<p>23</p> <p><b>Anchor text: Romeo and Juliet</b></p> <p>Teachers should use their professional expertise to judge pacing of the play. It should take no more than 25 days to complete the play/anchor text</p>	<p>24</p> <p><b>Anchor text: Romeo and Juliet</b></p> <p><b>Teachers should use their professional expertise to judge pacing of the play. It should take no more than 25 days to complete the play/anchor text</b></p>	<p>25</p> <p><b>Anchor text: Romeo and Juliet</b></p> <p>Teachers should use their professional expertise to judge pacing of the play. It should take no more than 25 days to complete the play/anchor text</p>	<p>26</p> <p><b>Anchor text: Romeo and Juliet</b></p> <p><b>Teachers should use their professional expertise to judge pacing of the play. It should take no more than 25 days to complete the play/anchor text</b></p>	<p>27</p> <p><b>Anchor text: Romeo and Juliet</b></p> <p><b>Teachers should use their professional expertise to judge pacing of the play. It should take no more than 25 days to complete the play/anchor text</b></p>
<p>30</p> <p><b>Anchor text: "Watching New Love As it Sears the Brain"</b> <b>See appendix and unit plan for additional details and context</b></p>	<p>31</p> <p><b>Anchor text: "Watching New Love As it Sears the Brain"</b> See appendix and unit plan for additional details and context</p>			

# April 2020

Monday	Tuesday	Wednesday	Thursday	Friday
		1 <b>Anchor text: "Watching New Love As it Sears the Brain"</b> See appendix and unit plan for additional details and context	2 <b>Anchor text: "Watching New Love As it Sears the Brain"</b> See appendix and unit plan for additional details and context	3 <b>Anchor text: "Watching New Love As it Sears the Brain"</b> See appendix and unit plan for additional details and context
6 Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	7 Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	8 <b>Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)</b> <b>3<sup>rd</sup> Marking Period Ends</b>	9 Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	10 <b>Good Friday</b>
13 <b>Spring Break</b>	14 <b>Spring Break</b>	15 <b>Spring Break</b>	16 <b>Spring Break</b>	17 <b>Spring Break</b>
20 Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	21 Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	22 Unit 3 ends Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	23 Unit 4 begins Anchor text: Killer Angels Two days <b>Process target words:</b> Word sort Prepare sorts by printing and cutting words apart (Materials in appendix); sets can be clipped or placed in envelopes. Have a copy of the "key" available for each set of partners. Partner work (5-10 minutes): Students read all words, arrange words that are synonymous or associated with each target word in a column under the word. Set aside words they are unsure of.	24 Anchor text: Killer Angels Two days <b>Process target words:</b> Word sort Prepare sorts by printing and cutting words apart (Materials in appendix); sets can be clipped or placed in envelopes. Have a copy of the "key" available for each set of partners. Partner work (5-10 minutes): Students read all words, arrange words that are synonymous or associated with each target word in a column under the word. Set aside words they are unsure of. Group work: (5 minutes)

			<p>Group work: (5 minutes) Partners join partners to form groups and compare their sorts; discuss to classify any remaining words; discuss any differences in sort decisions. Closing: Provide "key" to partners to use to cross-reference their sorts with the correct classifications. Answer closing questions and/or invite closing comments.</p> <p>L.9.5</p>	<p>Partners join partners to form groups and compare their sorts; discuss to classify any remaining words; discuss any differences in sort decisions. Closing: Provide "key" to partners to use to cross-reference their sorts with the correct classifications. Answer closing questions and/or invite closing comments.</p> <p>L.9.5</p>
<p>27</p> <p><b>Anchor text: Killer Angels</b></p> <p><b>Introduce target words: Oral Context Sentences</b> Students prepare three column chart, heading the left column Academic Vocabulary, the center column Smart Guess, and the right column Academic Definition. For each word, the teacher writes it or shows it and pronounces it; students repeat the pronunciation chorally and write the word down. The teacher then uses the word correctly in multiple contexts. (Materials in appendix) After each set of sentences providing context, students write down what they think it probably means in the center column. The teacher then provides the student-friendly academic definitions for them to record, and reads aloud the sentences from the chapter that contain the words. Decode each sentence to build clear meaning and to anticipate the events of the chapter.</p>	<p>28</p> <p><b>Anchor text: Killer Angels</b></p> <p><b>Introduce target words: Oral Context Sentences</b> Students prepare three column chart, heading the left column Academic Vocabulary, the center column Smart Guess, and the right column Academic Definition. For each word, the teacher writes it or shows it and pronounces it; students repeat the pronunciation chorally and write the word down. The teacher then uses the word correctly in multiple contexts. (Materials in appendix) After each set of sentences providing context, students write down what they think it probably means in the center column. The teacher then provides the student-friendly academic definitions for them to record, and reads aloud the sentences from the chapter that contain the words. Decode each sentence to build clear meaning and to</p>	<p>29</p> <p><b>Anchor text: Killer Angels</b></p> <p>(students are reading excerpts from the historical novel) Shared read from foreword (pg.xv) about Joshua Lawrence Chamberlain. Emphasis on historical fiction (first read) see page 8 of teacher module</p> <p>RL 9.9</p>	<p>30</p> <p><b>Anchor text: Killer Angels</b> <i>pgs. 210-236 (use various paragraphs) page 8 of teacher module *First read is interrupted only four times and discussed at the end. Explain intent of multiple reading to students in advance*</i></p>	<p><b>Anchor text: Killer Angels</b> <i>pgs. 210-236 (use various paragraphs) page 8 of teacher module *First read is interrupted only four times and discussed at the end. Explain intent of multiple reading to students in advance*</i></p>

1:00pm Dismissal PD for HS	anticipate the events of the chapter. 1:00pm Dismissal HS Parent Teacher Conferences		
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<b>UNIT FOUR: HONORABLE ACTIONS AND HONORABLE WORDS</b>	Anchor texts: "The Killer Angels"  "Gettysburg Address"	There are additional thematic resources available in the CCSD curriculum portal.  Use EdConnect resources to support your instruction	Priority Standards Addressed:  RL.9.1  RL.9.2  RL.9.9  RI.9.1  RI.9.2  RI.9.5  RI.9.8
	All units focus primarily on the reading standards. Teacher will find, however, there are logical extensions to be made in order to integrate all standards.		

<b>May</b>	<b>2020</b>
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Monday	Tuesday	Wednesday	Thursday	Friday
				<p>1</p> <p><b>Anchor text: Killer Angels</b> pgs. 206-236 (use various paragraphs) page 9 of teacher module. Second shared read of various excerpts (turn and talk, stop and jots, TPS, and other CFUs embedded.)</p>



<p>4</p> <p><b>Anchor text: Killer Angels</b> pgs. 206-236 (use various paragraphs) page 9 of teacher module. Second shared read of various excerpts (turn and talk, stop and jots, TPS, and other CFUs embedded.)</p>	<p>5</p> <p><b>Anchor text: Killer Angels</b> See page nine of appendix. RI 9.5</p>	<p>6</p> <p><b>Anchor text: Killer Angels</b> Appendix pages 6-8. May take two days to complete RI 9.5</p>	<p>7</p> <p>Introduce “The Gettysburg Address” Teachers should explain the context and significance so students can get the gist of the first read. Copy available on <a href="http://www.achievethecore.org">www.achievethecore.org</a> and on the district’s website. <b>Anchor text: Killer Angels</b></p> <p>Students reread the first paragraph and rewrite it in their own words. RI 9.5 <b>2-3 days to complete task</b></p>	<p>8</p> <p>Introduce “The Gettysburg Address” Teachers should explain the context and significance so students can get the gist of the first read. Copy available on <a href="http://www.achievethecore.org">www.achievethecore.org</a> and on the district’s website. <b>Anchor text: Killer Angels</b></p> <p>Students reread the first paragraph and rewrite it in their own words. RI 9.5 <b>2-3 days to complete task</b></p>
<p>11</p> <p><b>Anchor text: Killer Angels</b></p> <p>Section 1 Students reread the first paragraph and rewrite it in their own words. <b>2-3 days to complete task</b> RI 9.5</p>	<p>12</p> <p><b>Anchor text: Killer Angels</b></p> <p>Section 1 Students reread the first paragraph and rewrite it in their own words. <b>2-3 days to complete task</b> RI 9.5</p>	<p>13</p> <p>See central concern #3 on page 6 of GA. <b>Anchor text: Killer Angels</b> RI.9.1</p>	<p>14</p> <p>Section 2 From Funeral to New Birth. See section activities. <b>Anchor text: Killer Angels</b> <b>RI 9.5</b></p> <p><b>Should take 2 days to complete task</b></p>	<p>15</p> <p>Section 2 From Funeral to New Birth. See section activities. <b>Anchor text: Killer Angels</b> <b>RI 9.5</b></p> <p><b>Should take 2 days to complete task</b></p>
<p>18</p> <p><b>Anchor text: Killer Angels</b></p> <p><b>Section 3 Activities. Students should highlight where the word “dedicate” is used. Focus on word usage and meanings.</b></p> <p>L.4</p>	<p>19</p> <p><b>Answer the essay prompt: Students should use notes, handouts, and any other information used during GA lessons. This may take four days to complete task.</b></p> <p>RI.9.1</p>	<p>20</p> <p>Answer the essay prompt: Students should use notes, handouts, and any other information used during GA lessons. <b>This may take four days to complete task.</b></p> <p>RI.9.1</p>	<p>21</p> <p><b>Answer the essay prompt: Students should use notes, handouts, and any other information used during GA lessons. This may take four days to complete task.</b></p> <p>RI.9.1</p>	<p>22</p> <p>Answer the essay prompt: Students should use notes, handouts, and any other information used during GA lessons. <b>This may take four days to complete task.</b></p> <p>RI.9.1</p>
<p>25</p> <p><b>Memorial Day</b></p>	<p>26</p> <p><b>Anchor text: Killer Angels</b></p>	<p>27</p> <p><b>Anchor text: Killer Angels</b></p>	<p>28</p> <p><b>Anchor text: Killer Angels</b></p>	<p>29</p> <p><b>Anchor text: Killer Angels</b></p>

	Appendix III page 2 (may take two class periods to complete)  RI.9.8	Appendix III page 2 (may take two class periods to complete)  RI.9.8	<b>Appendix III page 3 (may take two class periods to complete)</b>  RI.9.8	<b>Appendix III page 3 (may take two class periods to complete)</b>  RI.9.8

<h1 style="font-size: 48px; margin: 0;">June</h1> <h1 style="font-size: 48px; margin: 0;">2020</h1>
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Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
Anchor text: Killer Angels  After rereading selected excerpts about a common event (e.g. GA and Killer Angels), students identify a set of criteria for what makes an account compelling and then argue which account of the same event was conveyed in a more compelling manner by words and actions. Use the NJSLA information writing rubric	Anchor text: Killer Angels  After rereading selected excerpts about a common event (e.g. GA and Killer Angels), students identify a set of criteria for what makes an account compelling and then argue which account of the same event was conveyed in a more compelling manner by words and actions. Use the NJSLA information writing rubric	Anchor text: Killer Angels  After rereading selected excerpts about a common event (e.g. GA and Killer Angels), students identify a set of criteria for what makes an account compelling and then argue which account of the same event was conveyed in a more compelling manner by words and actions. Use the NJSLA information writing rubric	Anchor text: Killer Angels  After rereading selected excerpts about a common event (e.g. GA and Killer Angels), students identify a set of criteria for what makes an account compelling and then argue which account of the same event was conveyed in a more compelling manner by words and actions. Use the NJSLA information writing rubric	Anchor text: Killer Angels  After rereading selected excerpts about a common event (e.g. GA and Killer Angels), students identify a set of criteria for what makes an account compelling and then argue which account of the same event was conveyed in a more compelling manner by words and actions. Use the NJSLA information writing rubric
8	9	10	11	12
Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)
15	16	17	18	19

Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	Reteach/revisit by using data to inform instructional needs. See unit plans for additional resources OR Summative project (see page 1 one unit plan)	<b>EOY closeout 1:00pm Dismissal</b>	<b>EOY closeout 1:00pm Dismissal Last Day of School</b>
22	23	24	25	26
29	30			

# PLAN

**Key Dates**

**Deadlines**

**Looking Ahead**