



High School

Single Period Intensive Reading

Grade 9 Curriculum Map & Pacing Guide

The following curriculum map is based on the Language Arts Florida Standards (LAFS), which are listed at the beginning of the map and can be accessed at www.cpalms.org.

The main resource for the support of instruction is Expeditionary Learning produced by UnboundEd. www.unbounded.org

An overview of the two semesters of instruction is listed in the table below.

Grade Level	Semester 1	Semester 2
9	Module 2: Working with Evidence and Making Claims: How Do Authors Structure Texts and Develop Ideas?	Module 4: Understanding and Evaluating Argument: Analyzing Text to Write Arguments
Required Summative Assessments	Performance Assessment: Evidence-based claim about the relationship of central ideas across two module texts	Performance Assessment: Read and analyze five texts and compose an argument essay.

The curriculum map represents what is required in any given semester of instruction to ensure that all standards are taught as a support for learning. Flexibility is given to the grade level PLC and teachers beyond the required texts and to best support students' learning needs. The Final Performance Assessment is "a culminating project designed to help students synthesize and apply their learning from the module in an engaging and authentic way."

During class discussion of what has been read, students should consistently be asked to find evidence from the text. This textual evidence should then be used in the students' writing, research, discussions and presentations.

The study and application of academic vocabulary should take place within the context of what students read and write. There should be a careful and purposeful review of the recommendations given under the 'Differentiation Consideration' section of each lesson plan to determine which strategies will be the most effective for implementation. https://www.wida.us/standards/CAN_DOs/
 The Can Do Descriptors highlight what language learners **can do** at various stages of language development as they engage in teaching and learning in academic contexts.

Grade 9 Language Arts Florida Standards

Yearlong Target Standards are bolded. These standards are highly assessed and represent major instructional shifts as required by the Language Arts Florida Standards. *Italicized* standards are those that require instructional awareness and are woven into the reading and writing process; however, they are not formally assessed.

Strand: READING STANDARDS FOR LITERATURE	
LAFS.910.RL.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.2.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.4.10	<i>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</i>
Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
LAFS.910.RI.1.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LAFS.910.RI.1.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LAFS.910.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.910.RI.2.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
LAFS.910.RI.2.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LAFS.910.RI.3.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.910.RI.3.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.4.10	<i>By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</i>
Strand: WRITING STANDARDS	
LAFS.910.W.1.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LAFS.910.W.1.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

LAFS.910.W.1.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
LAFS.910.W.1.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LAFS.910.W.1.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.W.1.1e	Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.910.W.1.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LAFS.910.W.1.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LAFS.910.W.1.2b	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.
LAFS.910.W.1.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LAFS.910.W.1.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
LAFS.910.W.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10)
LAFS.910.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LAFS.910.W.3.9a	<i>Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</i>
LAFS.910.W.3.9b	<i>Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</i>
LAFS.910.W.4.10	<i>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</i>

Strand: SPEAKING AND LISTENING STANDARDS	
LAFS.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LAFS.910.SL.1.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LAFS.910.SL.1.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
LAFS.910.SL.1.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
LAFS.910.SL.1.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.6	<i>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards</i>

1 and 3)

Strand: LANGUAGE STANDARDS

LAFS.910.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LAFS.910.L.1.1a	Use parallel structure.
LAFS.910.L.1.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LAFS.910.L.1.2a	Use a semicolon, with or without a conjunctive adverb, to link two of more closely related independent clauses.
LAFS.910.L.1.2b	Use a colon to introduce a list or quotation.
LAFS.910.L.1.2c	Spell correctly.
LAFS.910.L.2.3	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.
LAFS.910.L.2.3a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., <u>MLA Handbook</u> , Turabian's <u>Manual for Writers</u>) appropriate for the discipline and writing type.
LAFS.910.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
LAFS.910.L.3.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LAFS.910.L.3.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LAFS.910.L.3.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
LAFS.910.L.3.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LAFS.910.L.3.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LAFS.910.L.3.5b	Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6	<i>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</i>

HS Single Period Intensive Reading 9 th Grade	Semester 1	Module 2: Working with Evidence and Making Claims: How Do Authors Structure Texts and Develop Ideas?
Required Summative Assessments	Assessment Description	Standards
Unit 1 Mid-Unit Assessment Lesson 8	<p>The Unit 1 Mid-Unit Assessment will evaluate students' understanding of how authorial choices, specifically structural choices and point of view, contribute to the development of a central idea. Students will participate in an evidence-based discussion in which they will collect and organize evidence using an Evidence Collection Tool. Students will then respond individually in writing to the following prompt:</p> <p><i>Identify a central idea in "The Tell-Tale Heart" and discuss how point of view and structural choices contribute to the development of that central idea over the course of the text.</i></p>	910.RL.1.2 910.RL.2.5 910.RL.2.6 910.W.1.2.b,d 910.W.3.9.a 910.SL.1.1.a 910.L.1.1
Unit 1 End-of-Unit Assessment Lesson 13	<p>Students will individually write a multi-paragraph essay addressing the following prompt:</p> <p><i>Identify a central idea shared by both texts, "I felt a Funeral, in my Brain," and "The Tell-Tale Heart," and make an original claim about how Dickinson and Poe develop and refine this idea.</i></p>	910.RL.1.2 910.RL.2.5 910.RL.2.6 910.W.2.5.b,d 910.W.3.9.a 910.L.1.1 910.L.1.2
Unit 2 Mid-Unit Assessment Lesson 12	<p>The Unit 2 Mid-Unit Assessment will evaluate students' understanding about the development of the central idea of the role of fate in Oedipus's guilt through the lens of Oedipus's relationship to prophecy. Using a tool to organize and scaffold their thinking, students will develop their claim, participate in an evidence-based discussion, and write a response to the following prompt:</p> <p><i>What relationship does Sophocles establish between prophecy and Oedipus's actions?</i></p>	910.RL.1.2 910.W.1.2.a,b,d,f 910.W.3.9
Unit 2 End-of-Unit Assessment Lesson 20	<p>The Unit 2 End-of-Unit Assessment uses the same assessment structure as the Mid-Unit Assessment and will evaluate students' understanding about the development of the central idea of the role of fate in Oedipus's guilt throughout the entire drama. Using a tool to organize and scaffold their thinking, students will develop their claim, participate in an evidence-based discussion, and write a response to the following prompt:</p> <p><i>How does Sophocles develop the conflict between Oedipus's guilt and his innocence?</i></p>	910.RL.1.2 910.W.1.2.a,b,d,f 910.L.1.1 910.L.1.2
Unit 3 Mid-Unit Assessment Lesson 5 & 6	<p>In the Unit 3 Mid-Unit Assessment students will reread the full text of "True Crime" and independently draft a multi-paragraph analysis of how Mosley's develops the central idea that humans are fascinated with true and fictional crime stories. Students will use a writing rubric to review their peers' responses for strength of evidence.</p> <p>Students will evaluate their own work and a peers' work using the Text Analysis Rubric. Students will</p>	910.RI.1.2 910.W.1.2.a 910.W.2.5 910.L.1.1 910.L.1.2

	then revise their own response based on both reviews and complete a review accountability tool to assess their understanding.	
Unit 3 End-of-Unit Assessment Lesson 13	<p>Part 1: Students review annotations and responses to text-dependent questions for “True Crime,” “How Bernard Madoff Did It,” and <i>The Wizard of Lies</i>. Students generate open-ended questions to be used during the whole-class discussion.</p> <p>Part 2: Students will analyze “True Crime,” “How Bernard Madoff Did It,” and <i>The Wizard of Lies</i>. Using a fishbowl method for discussion, students will both engage in a critical dialogue about the texts and assess their peers’ speaking and listening skills.</p>	910.RI.1.2 910.RI.2.5 910.SL.1.1.a,c,d 910.L.1.1
Module Performance Assessment	<p>Over the course of this module, students have read the short story “The Tell-Tale Heart,” the poem “I felt a Funeral, in my Brain,” the play <i>Oedipus the King</i>, the articles “True Crime: The roots of an American obsession” and “How Bernard Madoff Did It,” and an excerpt from the non-fiction book <i>The Wizard of Lies</i>. The first three of these texts are literary works; the last three are informational, nonfiction pieces.</p> <p>Identify a central idea shared by one literary text and one informational text. Use specific details to explain how this central idea develops over the course of each text and compare how the authors’ choices about text structure contribute to the development of this idea.</p>	910.RL.4.10 910.RI.1.2 910.RI.2.5 910.W.1.2.a,b,d 910.W.2.5 910.L.1.1 910.L.1.2

Unit 1: “And then a Plank in Reason, broke, And I dropped down, and down-“

Lessons & Required Texts	Formative Assessment Options	Standards
Lesson 1 “The Tell-Tale Heart” (entire text and paragraph 1) Homework Suggested Pacing: 2 days	Quick Write Learning Standards Tool Annotation of paragraph 1 and 2	910.RL.2.5 910.RL.2.6 910.W.3.9.a
Lesson 2 “The Tell-Tale Heart” (paragraphs 1 and 2) Homework Suggested Pacing: 2 days	Quick Write Homework paragraph Annotation of paragraph 3	910.RL.1.2 910.RL.2.6 910.W.3.9.a

Lesson 3 "The Tell-Tale Heart" (paragraph 3) Suggested Pacing: 2 days	Quick Write Homework response to prompt	910.RL.1.2 910.RL.2.5 910.W.3.9.a
Lesson 4 "The Tell-Tale Heart" (paragraphs 4–7) Suggested pacing: 2 days	Quick Write Annotating paragraphs 8-13	910.RL.1.2 910.RL.2.5 910.RL.2.6 910.W.3.9.a
Lesson 5 "The Tell-Tale Heart" (paragraphs 8–13) Suggested pacing: 2 days	Quick Write Annotating paragraphs 14-18	910.RL.1.2 910.RL.2.5 910.RL.2.6 910.W.3.9.a
Lesson 6 The Tell-Tale Heart (paragraphs 14–18) Suggested pacing: 2 days	Quick Write Homework response to question	910.RL.1.2 910.RL.2.5 910.RL.2.6 910.W.3.9.a
Lesson 7 "The Tell-Tale Heart" (entire text) Suggested pacing: 2 days	Exit Ticket Evidence Collection Tool	910.RL.2.5 910.W.1.2.b 910.L.1.1
Lesson 8 "The Tell-Tale Heart" (entire text) Suggested pacing: 5 days	Mid-Unit 1 Assessment: The Mid-Unit Assessment will evaluate students' understanding of how authorial choices, specifically structural choices and point of view, contribute to the development of a central idea. Students will participate in an evidence-based discussion in which they will collect and organize evidence using an Evidence Collection Tool. Students will then respond individually in writing to the following prompt: Identify a central idea in "The Tell-Tale Heart" and discuss how point of view and structural choices contribute to the development of that central idea over the course of the text.	910.RL.1.2 910.RL.2.4 910.RL.2.5 910.RL.2.6 910.W.1.2.b,d
Lesson 9 "I felt a Funeral, in my Brain," (entire text) Suggested pacing: 2 day	Quick Write Homework Prompt	910.RL.2.4 910.L.3.5.a,b
Lesson 10 "I felt a Funeral, in my Brain," (entire text) Suggested pacing: 2 days	Quick Write Annotation of text using code SC	910.RL.1.2 910.RL.2.4 910.W.3.9.a 910.L.3.5

Lesson 11 "I felt a Funeral, in my Brain," (entire text) Suggested pacing: 2 days	Quick Write Homework answer to questions about two texts	910.RL.1.2 910.RL.2.5 910.W.3.9.a 910.L.1.2
Lesson 12 "The Tell-Tale Heart" and "I felt a Funeral, in my Brain," (entire texts) Suggested Pacing: 1 day	Exit Ticket Evidence Collection Tool	910.RL.1.2 910.RL.2.5 910.RL.2.6 910.RL.3.9 910.W.3.9.a 910.SL.1.1.a 910.L.1.1
Lesson 13 "The Tell-Tale Heart" and "I felt a Funeral, in my Brain," (entire texts) Suggested Pacing: 5 days	End-of-Unit 1 Assessment: Students will individually write a multi-paragraph essay addressing the following prompt: Identify a central idea shared by both texts, "I felt a Funeral, in my Brain," and "The Tell-Tale Heart," and make an original claim about how Dickinson and Poe develop and refine this idea.	910.RL.1.2 910.RL.3.9 910.W.1.2.b,d

Unit 2: "a husband from a husband, children from a child"

Lessons & Required Texts	Formative Assessment Options	Standards
Lesson 1 <i>Oedipus the King</i> (lines 1–66) Suggested Pacing: 3 days	Ancient Greek Web Exploration Tool Homework Lines 1-66 Annotation Past and Present Tool (possible homework) Quick Write	910.RL.2.5 910.RL.1.2 910.RL.2.4 910.SL.1.a,b,d 910.L.4.a,b
Lesson 2 <i>Oedipus the King</i> (lines 67–130) Suggested Pacing: 2 days	Lines 67-130 Annotation Quick Write	910.RL.1.2 910.W.3.9.a 910.SL.1.a,b 910.L.3.5.a
Lesson 3 <i>Oedipus the King</i> (lines 131–177) Suggested Pacing: 2 days	Mystery Revealed Jigsaw Tool Lines 131-177 Annotation	910.RL.2.5 910.RL.1.2
Lesson 4 <i>Oedipus the King</i> (lines 182–185 and 249–355) Suggested Pacing: 2 days	Lines 182-185 and 249-355 Annotations Quick Write	910.RL.1.2 910.RL.2.4 910.RL.2.5 910.W.3.9.a
Lesson 5 <i>Oedipus the King</i> (lines 355–453)	Lines 355-453 Annotations Response to prompt (round robin discussion)	910.RL.1.2 910.RL.2.5

Suggested pacing: 1 day		910.SL.1 910.L.3.5.a
Lesson 6 <i>Oedipus the King</i> (lines 454-535) Suggested pacing: 2 days	Lines 454-535 Annotations Quick Write Self-Assessment S/L	910.RL.2.5 910.SL.1 910.RL.1.2 910.RL.2.4 910.W.1.2
Lesson 7 <i>Oedipus the King</i> (lines 536–561 and 598–657) Suggested pacing: 2 days	Lines 536-561 and 598-657 Annotations Quick Write	910.RL.2.5 910.RL.1.2 910.L.3.4 910.W.3.9.a
Lesson 8 <i>Oedipus the King</i> (lines 658–766) Suggested pacing: 1 day	Lines 658-766 Annotations Vocab Summary Homework	910.RL.1.2 910.SL.1.1
Lesson 9 <i>Oedipus the King</i> (lines 767–873) Suggested pacing: 2 days	Lines 766-873 Annotations Quick Write Riddle Handout Annotation Homework	910.RL.1.2 910.RL.2.5 910.W.3.9.a 910.L.3.4 910.L.3.5
Lesson 10 <i>Oedipus the King</i> (lines 874–922) Suggested pacing: 2 days	Lines 874-922 Annotations Quick Write Response to prompt homework	910.RL.1.2 910.RL.2.5
Lesson 11 <i>Oedipus the King</i> (lines 922–998) Suggested pacing: 3 days	Oedipus Story Activity Mid-Unit Evidence Collection Tool	910.RL.1.2 910.RL.2.5 910.W.3.9.a 910.L.1.1
Lesson 12 <i>Oedipus the King</i> (lines 1–998) Suggested pacing: 5 days	Mid-Unit 2 Assessment: The Mid-Unit Assessment will evaluate students’ understanding about the development of the central idea of the role of fate in Oedipus’s guilt through the lens of Oedipus’s relationship to prophecy. Using a tool to organize and scaffold their thinking, students will develop their claim, participate in an evidence-based discussion, and write a response to the following prompt: <i>What relationship does Sophocles establish between prophecy and Oedipus’s actions?</i>	910.RL.1.2 910.W.1.2.a,b,d,f 910.W.3.9.a
Lesson 13 <i>Oedipus the King</i> (lines 999–1031 and 1079–1126) Suggested pacing: 2 days	Lines 999-1031 and 1079-1126 Annotations Response to prompt (round robin) Quick Write Response to prompt homework	910.RL.2.5 910.RL.1.2 910.W.3.9.a 910.SL.1.1 910.L.3.4.a

Lesson 14 <i>Oedipus the King</i> (lines 1126–1214) Suggested pacing: 1 day	Lines 1126-1214 Annotations Quick Write Vocab summary homework	910.RL.1.2 910.RL.2.5 910.W.3.9.a 910.L.4.a.b
Lesson 15 <i>Oedipus the King</i> (lines 1215–1305) Suggested pacing: 1 day	Lines 1215-1305 Annotations Quick Write Oedipus Birth Evidence Collection Tool Response to prompt Homework	910.RL.1.2 910.RL.2.5 910.W.3.9.a
Lesson 16 <i>Oedipus the King</i> (lines 1330–1422) Suggested pacing: 2 days	Lines 1330-1422 Annotations Prophecy Evidence Collection Tool Activity Revise. Expand Mid-Unit claim Homework	910.RL.1.2 910.RL.2.5 910.W.3.9.a
Lesson 17 <i>Oedipus the King</i> (lines 1423–1431 and 1462–1547) Suggested pacing: 1 day	Lines 1423-1431 and 1462-1547 Annotations Quick Write Vocab summary homework	910.RL.1.2 910.RL.2.5 910.W.3.9.a
Lesson 18 <i>Oedipus the King</i> (lines 1548–1672) Suggested pacing: 2 days	Lines 1548-1672 Annotations Sufficient Punishment Tool (finish for homework)	910.RL.1.2 910.RL.2.5 910.W.3.9.a 910.L.3.4.b
Lesson 19 <i>Oedipus the King</i> (lines 1673–1814) and the entire text Suggested pacing: 2 days	Guilt and Innocence Evidence Collection Tool	910.RL.1.2 910.RL.2.5 910.L.1.1 910.L.1.2
Lesson 20 Full text <i>Oedipus the King</i> Suggested pacing: 5 days	End-of-Unit 2 Assessment: The End-of-Unit Assessment uses the same assessment structure as the Mid-Unit Assessment and will evaluate students’ understanding about the development of the central idea of the role of fate in Oedipus’s guilt throughout the entire drama. Using a tool to organize and scaffold their thinking, students will develop their claim, participate in an evidence-based discussion, and write a response to the following prompt: <i>How does Sophocles develop the conflict between Oedipus’s guilt and his innocence?</i>	910.RL.1.2 910.W.1.2.a,b,d,f 910.L.1.1 910.L.1.2
Unit 3: “Everybody is guilty of something”		
Lessons & Required Texts	Formative Assessment Options	Standards
Lesson 1 “True Crime” (paragraphs 1–4) Suggested Pacing: 2 days	Quick Write	910.RI.1.2 910.W.3.9.b 910.L.3.4.a

Lesson 2 "True Crime" (paragraphs 5–11) Suggested Pacing: 1 day	Quick Write Homework Accountability	910.RL.1.2 910.W.3.9.a
Lesson 3 "True Crime" (paragraphs 12–16) Suggested Pacing: 2 days	Written Assessment	910.RI.2.5 910.RI.1.2 910.W.1.2.b
Lesson 4 "True Crime" (entire text) Suggested Pacing: 2 days	Homework Accountability Text Analysis Rubric	910.RI.1.2 910.W.2.5 910.W.3.9.b
Lesson 5 "True Crime" (entire text) Suggested pacing: 3 days	Mid-Unit 3 Assessment: In the Mid-Unit Assessment students will reread the full text of "True Crime" and independently draft a multi-paragraph analysis of how Mosley's develops the central idea that humans are fascinated with true and fictional crime stories. Students will use a writing rubric to review their peers' responses for strength of evidence.	910.RI.1.2 910.W.1.2.a,b 910.W.2.5 910.L.1.1 910.L.1.2
Lesson 6 "True Crime" (entire text) Suggested pacing: 2 days	Mid-Unit 3 Assessment: Students will evaluate their own work and a peers' work using the Text Analysis Rubric. Students will then revise their own response based on both reviews and complete a review accountability tool to assess their understanding.	910.RI.1.2 910.W.1.2.a,b 910.W.2.5 910.L.1.1 910.L.1.2
Lesson 7 Video: "\$50bn Ponzi scheme- How Madoff Did It" "How Bernard Madoff Did It" (paragraph 1) Suggested pacing: 2 days	Quick Write	910.RI.1.2 910.RI.3.7 910.W.3.9.b 910.SL.1.1 910.L.3.4.a
Lesson 8 "How Bernard Madoff Did It" (paragraphs 2–7) Suggested pacing: 3 days	Quick Write Homework Accountability	910.RI.1.2 910.SL.1.1 910.L.3.4.a
Lesson 9 "How Bernard Madoff Did It" (paragraphs 8–10) Suggested pacing: 1 day	Homework Accountability Jigsaw Activity Presentations	910.SL.2.4 910.SL.2.6 910.RI.1.2 910.W.3.9.b 910.L.1.1
Lesson 10 <i>The Wizard of Lies</i> , excerpt (paragraphs 1–9) Suggested pacing: 2 days	Homework Accountability Quick Write	910.RI.1.2 910.RI.2.5 910.W.3.9.b 910.SL.1.1.a,c

Optional - Module Performance Assessment

Lessons & Required Texts	Formative Assessment Options	Standards
Lesson 1 “The Tell-Tale Heart” “I felt a Funeral, in my Brain” <i>Oedipus the King</i> “True crime: The roots of an American obsession” “How Bernard Madoff Did It” excerpt from <i>The Wizard of Lies</i> Suggested pacing:	Post and explain the prompt for the Performance Assessment for student reference. Working individually, students will review the claims around each text and synthesize connections across the central ideas in the module. Students will discuss their connections in pairs before participating in an evidence-based group discussion to share their connections and analyses. Students will use the Evidence Collection and Claim Tool to record their thoughts and evidence. (If the caliber of discussion is high enough by the Unit 3 End-of-Unit Assessment, consider removing the Evidence Collection and Claim Tool and challenging students to make connections and analyze the texts through discussion and self-structured notes alone.) At the end of Lesson 1, based on the evidence-based discussion, each student will select a focal central idea for the essay.	910.RI.1.2 910.RL.2.5 910.W.1.2.a,b,d 910.W.2.5 910.L.1.1 910.L.1.2
Lesson 2 “The Tell-Tale Heart” “I felt a Funeral, in my Brain” <i>Oedipus the King</i> “True crime: The roots of an American obsession” “How Bernard Madoff Did It” excerpt from <i>The Wizard of Lies</i> Suggested pacing:	Students will draft a claim about how each author develops the central idea they identified in Lesson 1 and begin to gather relevant textual evidence to support a claim. They will use this evidence to further develop and refine their claims and prepare to respond to the prompt by organizing their evidence.	910.RI.1.2 910.RL.2.5 910.W.1.2.a,b,d 910.W.2.5 910.L.1.1 910.L.1.2
Lesson 3 “The Tell-Tale Heart” “I felt a Funeral, in my Brain” <i>Oedipus the King</i> “True crime: The roots of an American obsession” “How Bernard Madoff Did It” excerpt from <i>The Wizard of Lies</i> Suggested pacing:	Students will independently write a first draft of their essay using the analysis from the previous lessons. Note: See Optional Peer Review Lesson below.	910.RI.1.2 910.RL.2.5 910.W.1.2.a,b,d 910.W.2.5 910.L.1.1 910.L.1.2
Optional Peer Review Lesson “The Tell-Tale Heart” “I felt a Funeral, in my Brain” <i>Oedipus the King</i> “True crime: The roots of an American obsession” “How Bernard Madoff Did It”	If time allows, this lesson should be implemented after Lesson 3 before student’s self-review in the final lesson of this Performance Assessment. Students will engage in the peer review process using the Peer Review Text Analysis Rubric and the protocols established in Unit 9.2.3, Lesson 4. The Peer Review Accountability Tool also should be used at the end of this lesson to assess the peer review process.	910.RI.1.2 910.RL.2.5 910.W.1.2.a,b,d 910.W.2.5 910.L.1.1 910.L.1.2

<p>excerpt from <i>The Wizard of Lies</i> Suggested pacing:</p>		
<p>Lesson 5 “The Tell-Tale Heart” “I felt a Funeral, in my Brain” <i>Oedipus the King</i> “True crime: The roots of an American obsession” “How Bernard Madoff Did It” excerpt from <i>The Wizard of Lies</i> Suggested pacing:</p>	<p>Students will engage in the self-review process using the Text Analysis Rubric to strengthen and refine the response they drafted in Lesson 3. Students will edit, revise, and rewrite as necessary, ensuring their claims are clearly articulated and supported by strong textual evidence.</p> <p>Note: When possible, for the purposes of self-review or peer review, consider using technology including but not limited to: cloud-based collaboration (e.g., Google Drive) or Microsoft Word’s Track Changes feature (W.9-10.6).</p>	<p>910.RI.1.2 910.RL.2.5 910.W.1.2.a,b,d 910.W.2.5 910.L.1.1 910.L.1.2</p>

Materials/Resources

Audio Resource: <http://www.chatterboxtheater.org/node/1654>

Mosley, Walter. “True Crime: The roots of an American obsession.” July 31, 2009. Newsweek. <http://mag.newsweek.com/2009/07/31/true-crime.html>

Ahamed, Liaquat. “How Bernard Madoff Did It.” May 13, 2011. The New York Times. http://www.nytimes.com/2011/05/15/books/review/book-review-the-wizard-of-lies-bernie-madoff-and-the-death-of-trust-by-diana-b-henriques.html?_r=1&pagewanted=all&

Henriques, Diana. *The Wizard of Lies*. 2011. St. Martin’s Griffin.

“\$50bn Ponzi scheme—How Madoff Did It”: <http://youtu.be/52nYNE9DYYQ>. [Text based video]

HS Single Period Intensive Reading 9 th Grade	Semester 2		Module 4: Understanding and Evaluating Argument: Analyzing Text to Write Arguments
Required Summative Assessments	Assessment Description	Standards	
Mid-Unit Assessment Lesson 14	<p>Student learning is assessed via a completed Argument Outline Tool in response to the following prompt:</p> <p>Who bears the most responsibility for ensuring that clothes are ethically manufactured?</p> <p>The Mid-Unit Assessment is assessed using the 9.4 Rubric and Checklist.</p> <p>Students have the opportunity to draft a complete argument essay in the End-of-Unit Assessment.</p>	910.W.1.1 a-b	
End-of-Unit Assessment Lesson 29	<p>Final Argument Essay</p> <p>Task: Rely on the evidence you have gathered to write the final draft of your argument essay. Use the evidence-based central claim, supporting claims, and possible counterclaims developed on the Argument Outline Tool and refined throughout the drafting process to craft a final essay. Refer to notes, 9.4 Rubric and Checklist, and previous drafts of the argument essay to guide the completion of the final draft to the following prompt:</p> <p>Who bears the most responsibility for ensuring that goods are ethically produced?</p> <p>This Assessment is assessed using the 9.4 Rubric and Checklist.</p>	910.W.1.1.a-e	
Module Performance Assessment	<p>In this five-lesson performance assessment, students analyze five previously unread argument texts: “Immigrant Farm Workers, the Hidden Part of New York’s Local Food Movement”; “Why Buy Locally Grown?”; “Buying Local: Do Food Miles Matter?”; “What Food Says About Class in America” and “Why Eat Local?” Students draw evidence from these texts to form an argument in response to the following prompt: Is local food production an example of ethical consumption? Provide evidence from at least four sources in your response.</p> <p>This Performance Assessment is evaluated using the 9.4 Rubric.</p>	910.W.1.1.a-e 910.RI.2.6 910.RI.3.8	

Unit 1: Understanding and Evaluating Argument: Analyzing Text to Write Arguments

Lessons & Required Texts	Formative Assessment Options	Standards
Lesson 1 <i>Sugar Changed the World</i> pp. 6-8 “The Age of Honey” <i>Sugar Changed the World</i> pp. 9-13 “From Magic to Spice” Suggested Pacing: 2 days	Quick Write Mapping Sugar Tool	910.RI.1.2 910.W.3.9.b
Lesson 2 <i>Sugar Changed the World</i> pp. 13-16 “The World’s First True University” Homework Suggested Pacing: 3 days	Image Analysis Tool Mapping Sugar Tool	910.RI.1.2 910.RI.3.7
Lesson 3 <i>Sugar Changed the World</i> pp. 16-18 “Storm of God” <i>Sugar Changed the World</i> pp. 18-24 “Fortress Europe” and “The Champagne Fairs” Homework Suggested Pacing: 4 days	Quick Write Mapping Sugar Tool Image Analysis Tool Unfolding Analysis Tool Homework Accountability	910.RI.1.3 910.L.2.4.a
Lesson 4 “Globalization” <i>Sugar Changed the World</i> pp. 21-24 “The Champagne Fairs” Homework Suggested pacing: 3 days	Quick Write Mapping Sugar Tool Image Analysis Tool Homework Accountability	910.RI.3.9 910.L.3.4b-c 910.L.3.6
Lesson 5 <i>Sugar Changed the World</i> pp. 24–29 “Out of War Comes Sweetness” and “The Problem with Sugar Cane” Suggested pacing: 2 days	Quick Write Mapping Sugar Tool Sugar Production Tool Homework Accountability	910.RI.1.3 910.RI.2.5

<p>Lesson 6 <i>Sugar Changed the World</i> pp. 35–41 “A Cycle of Death and Sweetness” and “The Spherical Trade” Suggested pacing: 2 days</p>	<p>Quick Write Homework Accountability</p>	<p>910.RI.2.4 910.SL.1.1</p>
<p>Lesson 7 <i>Sugar Changed the World</i> pp. 42–53 “Portrait Gallery of Sugar Work” Suggested pacing: 2 days</p>	<p>Quick Write Image Analysis Tool Homework Accountability</p>	<p>910.RI.1.2 910.RI.3.7 910.SL.1.1</p>
<p>Lesson 8 <i>Sugar Changed the World</i> pp. 57–63 “The Overseer” Suggested pacing: 2 days</p>	<p>Quick Write</p>	<p>910.RI.2.5</p>
<p>Lesson 9 <i>Sugar Changed the World</i> p. 70 and “How Your Addiction to Fast Fashion Kills” Suggested pacing: 2 days</p>	<p>Quick Write Homework Accountability Common Core Learning Standards Tool</p>	<p>910.RI.2.6</p>
<p>Lesson 10 “How Your Addiction to Fast Fashion Kills” Suggested pacing: 1 day</p>	<p>Homework Accountability Evaluating Argument and Evidence Tool</p>	<p>910.RI.3.8 910.RI.2.6</p>
<p>Lesson 11 <i>Sugar Changed the World</i> pp. 77–80 “Is It Lawful to Make Slaves of Others Against Their Will?” Suggested pacing: 2 days</p>	<p>Quick Write Unfolding Analysis Tool: Connecting Ideas</p>	<p>910.RI.1.3 910.L.3.4.a</p>
<p>Lesson 12 “Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?” Suggested Pacing: 2 days</p>	<p>Quick Write Homework Accountability</p>	<p>910.RI.2.6 910.W.1.1.a</p>
<p>Lesson 13 “Bangladesh Factory Collapse: Who Really Pays for our Cheap</p>	<p>Homework Accountability Evaluating Argument and Evidence Tool and Assessment</p>	<p>910.RI.3.8 910.W.1.1a 910.W.1.1.b</p>

Clothes?” Suggested Pacing: 2 days		
Lesson 14 Mid-Unit Assessment Suggested Pacing: 2 days	Mid-Unit 1 Assessment: Students use the Argument Outline Tool to complete their Mid-Unit Assessment response, collecting evidence and developing claims and counterclaims from texts read previously in the module. Students are assessed on their ability to introduce a precise central claim and to clearly organize and develop a relationship between supporting claims and counterclaims.	910.W.1.1 a-b
Lesson 15 <i>Sugar Changed the World</i> pp. 83–88 “The Sound of Liberty” Suggested Pacing: 3 days	Quick Write Homework Accountability Unfolding Analysis Tool	910.RI.1.3 910.RI.2.4 910.L.3.5
Lesson 16 <i>Sugar Changed the World</i> pp. 88–91 “The Sound of Liberty” Suggested Pacing: 1 day	Quick Write	910.RI.1.2 910.L.3.4.a
Lesson 17 <i>Sugar Changed the World</i> pp. 101–104 “Back to Our Stories: New Workers, New Sugar” Suggested Pacing: 2 days	Quick Write Homework Accountability Collaborative Discussion Activity	910.RI.1.3 910.SL.1.1 910.L.3.4.a
Lesson 18 “Where Sweatshops Are a Dream” Suggested pacing: 2 days	Quick Write Homework Accountability	910.RI.2.6 910.L.3.5
Lesson 19 “Where Sweatshops Are a Dream” Suggested pacing: 2 days	Quick Write Homework Accountability Evaluating Argument and Evidence Tool	910.RI.3.8 910.L.3.4.a
Lesson 20 <i>Sugar Changed the World</i> pp. 6–104 Suggested pacing: 2 days	Important figure Guided question tool Quick Write -recommend to jigsaw this lesson-	910.RI.1.2 910.SL.1.1.c, d
Lesson 21 <i>Sugar Changed the World</i> pp. 114–118 “Serfs and Sweetness” and “The Sugar Genius” Suggested pacing: 1 day	Collaborative Grouping Homework 1.2 Accountability	910.RI.1.2 910.L.1.4.a, b
Lesson 22 <i>Sugar Changed the World</i> pp.	Unfolding Analysis Tool Quick Write	910.RI.2.5

121–126 “Satyagraha” Suggested pacing: 1 day		
Lesson 23 <i>Sugar Changed the World</i> pp. 127–130 “How We Researched and Wrote this Book” Suggested pacing: 1 day	Assessment: Written Evaluation Quick Write	910.RL.1.6
Lesson 24 All Module Texts Suggested pacing: 1 day	Argument Essay Outline Tool	910.W.1.1a, 910.W.2.4 910.W.2.5 910.W.3.9
Lesson 25 All Module Texts Suggested pacing: 2 days	Argument Essay Outline Tool – Introduction and Body Paragraph Argument and Counter Claim Homework Accountability	910.W.1.1a, b, c 910.W.2.4 910.W.2.5 910.W.1.-3.a
Lesson 26 All Module Texts Suggested pacing: 2 days	Argument Essay Outline Tool Formal Style and Objective Tone Peer Reviews of first drafts Teacher Conferences	910.W.1.1b 910.W.2.5 910.W.1.1 910.W.1.3
Lesson 27 All Module Texts Suggested pacing: 2 days	Argument Essay Outline Tool – Conclusion Homework Accountability	910.W.1.1 e 910.W.1.1c 910.W.2.4
Lesson 28 All Module Texts Suggested pacing: 2 days	Grammatical Conventions of Writing Parallel Structure Second Round of Peer Review Homework Accountability	910.W.1.5. 910.L.1.a-b 910.-SL.1.1 910.L.1.2.a-c
Lesson 29 All Module Texts Suggested pacing: 2 days	End-of-Unit 1 Assessment: Students write a multi-paragraph essay utilizing formal language that examines and conveys complex ideas and clearly incorporates their evidence-based claims as well as appropriately cited sources. The final draft should demonstrate thoughtful analysis of how the evidence gathered supports the central claim, as well as the organizational structure of the entire argument.	910.W.1.1.a-e 910.RI.2.6 910.RI.3.8

Optional - Module Performance Assessment

<p>Lesson 1 “Immigrant Farm Workers, the Hidden Part of New York’s Local Food Movement”</p> <p>Suggested pacing:</p>	<p>Explain that over the next five days students demonstrate the skills and habits they have practiced throughout this module as they read and analyze five new texts and compose an argument essay. These texts provide a variety of perspectives around local food production as an ethical alternative to globalized food production.</p> <p>Post and explain the prompt for the Performance Assessment. Students watch the introductory Michael Pollan interview “Why Eat Local” (http://youtu.be/DhaG_Zi6izU). This short video clip serves to orient students to the central topic of the Performance Assessment. Students review their understanding of the term “ethical consumption” through collaborative discussion, drawing on their analysis of <i>Sugar Changed the World</i>, the Michael Pollan interview, and the supplementary module texts.</p> <p>Introduce the first Performance Assessment text: “Why Buy Locally Grown?” (www.dosomething.org). Students read and analyze “Why Buy Locally Grown,” using the Evaluating Argument and Evidence Tool to identify and evaluate the author’s claims, supporting evidence, and counterclaims.</p> <p>For homework, students complete their “Why Buy Locally Grown” Evaluating Argument and Evidence Tools as needed.</p>	<p>910.W.1.1.a-e 910.RI.2.6 910.RI.3.8</p>
<p>Lesson 2 “Why Buy Locally Grown?” “Buying Local: Do Food Miles Matter?”</p> <p>Suggested pacing:</p>	<p>Students read and analyze two new texts, “What Food Says About Class in America” and “Buying Local: Do Food Miles Matter?” and use the Evaluating Argument and Evidence Tool to identify and analyze the different central claims, supporting claims, counterclaims, and evidence of both texts.</p> <p>For homework, students complete their “What Food Says About Class in America” (www.newsweek.com) and “Buying Local: Do Food Miles Matter?” (www.extension.harvard.edu) Evaluating Argument and Evidence Tools as needed.</p>	<p>910.W.1.1.a-e 910.RI.2.6 910.RI.3.8</p>
<p>Lesson 3 “What Food Says About Class in America” “Why Eat Local?”</p> <p>Suggested pacing:</p>	<p>Students read and analyze “Immigrant Farm Workers, the Hidden Part of New York’s Local Food Movement” (http://www.wnyc.org/story/252235-upstate-new-york-immigrant-farmworkers-are-hidden-part-locally-grown-food-movement) and use the Evaluating Argument and Evidence Tool to analyze the central claim, supporting claims, counterclaims, and evidence of this text. For homework, students develop a claim in response to the Performance Assessment prompt.</p>	<p>910.W.1.1.a-e 910.RI.2.6 910.RI.3.8</p>
<p>Lesson 4 “Immigrant Farm Workers, the Hidden Part of New York’s Local Food Movement” “Why Buy Locally Grown?” “Buying Local: Do Food Miles Matter?” “What Food Says About Class in America” “Why Eat Local?”</p> <p>Suggested pacing:</p>	<p>Students continue to synthesize and evaluate the claims and evidence presented in the Module Performance Assessment texts while developing their own argument, formulating claims, counterclaims, reasoning, and evidence. Students outline and organize their argument using the Argument Outline Tool in preparation for writing their argument essay. Students also review the Evidence based Argument Rubric and Checklist in preparation for writing their argument essay.</p> <p>For homework, students complete their Argument Outline Tools.</p>	<p>910.W.1.1.a-e 910.RI.2.6 910.RI.3.8</p>

<p>Lesson 5 “Immigrant Farm Workers, the Hidden Part of New York’s Local Food Movement” “Why Buy Locally Grown?” “Buying Local: Do Food Miles Matter?” “What Food Says About Class in America” “Why Eat Local?” Suggested pacing:</p>	<p>Students compose their argument essay using their outline, tools, and evidence. Students use the Evidence-Based Argument Rubric and Checklist to guide their writing in response to the following prompt:</p> <p>Is local food production an example of ethical consumption? Provide evidence from at least four sources in your response.</p>	<p>910.W.1.1.a-e 910.RI.2.6 910.RI.3.8</p>
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<p>Unit 1 :</p>
<p>Aronson, Marc and Marina Budhos. <i>Sugar Changed the World</i>. New York: Clarion Books, 2010. Print.</p>
<p>Kristof, Nicholas. “Where Sweatshops Are a Dream.” <i>The New York Times</i>, 14 Jan. 2009. http://www.nytimes.com/2009/01/15/opinion/15kristof.html?_r=</p>
<p>McMullen, Anna. “Bangladesh Factory Collapse: Who Really Pays for Our Cheap Clothes?” <i>CNN</i>, 26 April 2013. www.cnn.com</p>
<p>Odell, Amy. “How Your Addiction to Fast Fashion Kills.” <i>School of Law Fordham University</i>, 02 May 2013. http://law.fordham.edu</p>
<p>“Globalization: The Growing Integration of Economies and Societies around the World.” <i>WorldBank.org</i>, 2013. http://go.worldbank.org/V7BJE9FD30</p>

<p>• Performance Assessment</p>
<p>Almendral, Aurora. “Immigrant Farm Workers, the Hidden Part of New York’s Local Food Movement.” <i>WNYC</i>, 21 Nov. 2012. http://www.wnyc.org/story/252235-upstate-new-york-immigrant-farmworkers-are-hidden-part-locally-grown-food-movement/</p>
<p>“Why Buy Locally Grown?” www.dosomething.org</p>
<p>“Buying Local: Do Food Miles Matter?” <i>Harvard Extension Hub, Extension Blog</i>, 19 Nov. 2012. www.extension.harvard.edu</p>
<p>Miller, Lisa. “What Food Says About Class in America.” <i>Newsweek</i> 22 Nov. 2010. www.newsweek.com</p>
<p>Pollan, Michael. “Why Eat Local?” <i>Nourishlife.org</i>, 20 Oct. 2010. http://youtu.be/DhaG_Zi6izU</p>