

***myPerspectives*[™] Florida English Language Arts**



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**Quarter 1 Curriculum Map (Textbook Unit 1 & 4)
Grade 9- Nassau County School District
2024-2025**

GRADE 9 | UNIT 1: **Inside the Nightmare**

ESSENTIAL QUESTION: *What is the allure of fear?*

PERFORMANCE BASED ASSESSMENT: **Argumentative Essay**

NOTES:

Quarter 1 Dates:

- August 12th - October 11th
- FAST PM1 Window: 8/12/24-9/27/24
- Sept 1- Labor Day
- Sept 18- Half Day
- October- PSAT Day
- See [BEST Standards](#) for additional text resources.
- See BEST Reading list for each grade level for supplemental materials.

Unit 1 Overview

In this unit, students will read many examples of what scares people and why people enjoy being scared.

Unit Goals

Students will be able to:

- Read texts that explore the attraction of fear in art and in life and develop their own perspective.
- Understand and use academic vocabulary related to narrative writing.
- Recognize and analyze elements of different literary styles and periods, including Gothic Literature and Magical Realism.
- Read a selection of choice independently and make meaningful connections to their life and other texts and ideas.
- Write a focused and structured personal narrative in response to a thematic question.
- Complete Timed Writing tasks with confidence.
- Collaborate, listen actively, build on others' ideas, and communicate effectively.
- Prepare and deliver an effective formal presentation.

INSTRUCTIONAL MODEL

UNIT LAUNCH

WHOLE-CLASS LEARNING

WRITING

ASSESSMENT

FLEX & RESILIENCY DAYS

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EL Highlights

2 DAYS	1 DAY	(Section: 5 Days) 1 DAY	1 DAY	1 DAY
FLEX DAY RESILIENCY STANDARDS	UNIT INTRODUCTION SE pp 2-9	SELECTION House Taken Over Julio Cortazar SE pp 36-43	SELECTION House Taken Over Julio Cortazar SE pp 44-45	SELECTION House Taken Over Julio Cortazar SE pp 46-47
Florida's B.E.S.T. Spotlight Standard				
CITIZENSHIP Standard 3 HE.912.R.3: Mentorship and Citizenship 3.2: Analyze ways a leader can inspire confidence and motivate others. 3.3: Analyze situations and demonstrate strategies to engage in respectful debate. <u>Clarifications:</u> Group projects, class discussions.	V.1.1- Integrate academic vocabulary appropriate to grade level in speaking and writing EE.2.1- Read and comprehend grade-level complex texts proficiently.	V.1.1- Integrate academic vocabulary appropriate to grade level in speaking and writing EE.2.1- Read and comprehend grade-level complex texts proficiently.	R.1.1: Explain how key elements enhance or add layers of meaning and/or style in a literary text. (Roadmap, p.34)	V.1.2- Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.
RESILIENCY Complete introduction activities and syllabus review. Connect to resiliency standards to discuss norms for class discussions and building classmates learning environment. Focus on motivating and building on ideas of others to get a more comprehensive world view of themes & perspectives in literature. www.charactercounts.org/c7/	INTRODUCE Motivate and Engage Students engage in a discussion based on the following questions: "How do you react to horror movies? What have you learned from your own experiences when scared by films, television shows, or books?" Watch the Video/Discuss It Students will watch the video "Spooky Business: American Economy" and discuss the question: Note: Video is not a priority. Mentor text and Vocab are priority.	PREPARE TO READ Concept Vocabulary spacious; unvoiced; obscure; recessed; vestibule; muffled Comprehension Strategy Create Mental Images- as you read make note of how the word choice helps the reader make mental images. READ Read the Selection BUILD INSIGHT Students answer questions 2 a-d on page 43 to ensure basic understanding. Close with a discussion of question 3 a & c.	ANALYZE AND INTERPRET Literary/Text Elements Diction, Syntax, and Tone Students analyze various story elements and details. Explain layers of meaning using the standards clarification model (BEST Standards p.104) <ul style="list-style-type: none">Define diction, syntax, & toneUse practice questions 1-4 (p. 45) to guide learning as to how diction, syntax, & tone add layers of meaning  Exit Ticket: Claims, Diction, Syntax, and Tone	STUDY LANGUAGE AND CRAFT Concept Vocabulary Students complete activities related to the Concept Vocabulary words: spacious; unvoiced; obscure; recessed; vestibule; muffled Word Network Add words related to fear. Word Study: Derivations Students explain how words are changed by adding prefixes and suffixes. (p. 46) This would be a basis for future vocabulary lessons.  Exit Ticket: Derivations (RP)

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	<p><i>Why is Halloween big business?</i></p> <p> Watch the Video</p> <p>Table of Contents Preview Preview the selections in the unit and point out that students will respond to prompts:</p> <p>Unit Goals Students will deepen their understanding of the literature of fear by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p>Academic Vocabulary motivate; dimension; manipulate; psychological; perspective.</p> <p>Mentor Text Students will read “<i>My Introduction to Gothic Literature</i>” They will then be able to participate in discussions about the allure of fear.</p> <ul style="list-style-type: none"> • Note we are not teaching personal narrative. • This text can serve as an introduction to the unit theme & into using our reading this year to find a type of writing that students enjoy. <p>Word Network</p>		<p>Inquiry and Research Research and Extend Students conduct research to answer this question: How did Edgar Allan Poe’s work influence Julio Cortázar’s fiction? (Honors Extension)</p>	<p>EQ Notes Students add thoughts and observations about the reading.</p>
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	Students add new words to their Word Network as they read texts in the unit.  Word Network			
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EL Highlights

1 DAY	1 DAY	(Section: 5 days) 1 DAY	1 DAY	1 DAY
SELECTION House Taken Over Julio Cortazar SE pp 46-47	SELECTION House Taken Over Julio Cortazar	SELECTION Where is Here? Joyce Carol Oates SE pp	SELECTION Where is Here? Joyce Carol Oates SE pp 84-85	SELECTION Where is Here? Joyce Carol Oates SE pp 86-87
Florida's B.E.S.T. Spotlight Standard				
R.1.1: Explain how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap, p.34)</i> V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.	EE.2.1- Read and comprehend grade-level complex texts proficiently.	V.1.3- Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	R.1.2- Analyze universal themes and their development throughout a literary text. <i>(Roadmap, p.36)</i>	R.1.1: Explain how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap, p.34)</i>
SMALL GROUP REMEDIATION  Reteach and Practice: Derivations (RP)  Reteach and Practice: Diction, Syntax, and Tone (RP) OR Conventions Sentence Effectiveness: Prepositional Phrases Students identify Prepositional Phrases.  Exit Ticket: Prepositional Phrases	ASSESS  Selection Test: House Taken Over Recovery Day- students check FOCUS for missing work, low scores. The teacher may pull small groups.	PREPARE TO READ Concept Vocabulary gregarious; amiably; stoical Connotative & Denotative Meanings- define these terms with students. Use example wintery coldness, hostile, malevolent. Comprehension Strategy Create Mental Images- as you read make note of how the word choice helps the reader make mental images. READ Read the Selection BUILD INSIGHT	ANALYZE AND INTERPRET Literary / Text Elements Development of Theme Students analyze literary elements such as setting, characterization, and plot. <ul style="list-style-type: none">• Define theme.• Explain that the characters, setting, & plot all add to the development of themes using the chart on p. 85.• Use the practice questions 1-5 to support understanding.  Exit Ticket: Development of Theme	STUDY LANGUAGE AND CRAFT Author's Style: Literary Devices: Dialogue Students analyze passages of dialogue and explain what the tell about the mother's character. <ul style="list-style-type: none">• Define dialogue.• Explain that dialogue adds layers of meaning to the characters (which lends to developing the theme).• Practice questions 1-3.  Author's Style: Literary Devices: Dialogue EQ Notes

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<p>Writing to Compare Students write a comparison-and-contrast essay in which you analyze similar themes expressed in these two short stories from different cultures and literary traditions. (Possible Honors Extension)</p>		<p>Students answer questions 2 a-c on page 83 to ensure basic understanding.</p> <p>Close with a discussion of question 3 a & c.</p>		<p>Students add thoughts and observations about the reading.</p> <p>Composition Fictional Narrative Students write a brief fictional narrative that extends the scope of “Where Is Here?”  Reteach and Practice: Fictional Narrative (RP) (Honors Extension)</p>
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EL Highlights

1 DAY	1 DAY	(Section: 5 days) 1 DAY	1 DAY	1 DAY
SELECTION Where is Here? Joyce Carol Oates	SELECTION Where is Here? Joyce Carol Oates	SELECTION Why Do Some Brains Enjoy Fear? Allegra Ringo SE pp 96-101	SELECTION Why Do Some Brains Enjoy Fear? Allegra Ringo SE pp 102-103	SELECTION Why Do Some Brains Enjoy Fear? Allegra Ringo SE pp 104-105
Florida's B.E.S.T. Spotlight Standard				
R.1.2- Analyze universal themes and their development throughout a literary text. (Roadmap, p.36) R.1.1: Explain how key elements enhance or add layers of meaning and/or style in a literary text. (Roadmap, p.34)	EE.2.1- Read and comprehend grade-level complex texts proficiently.	V.1.3- Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	R.2.1- Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts. (Roadmap, p.46)	R.3.4- Explain an author's use of rhetoric in a text. (Roadmap, p.64)
SMALL GROUP REMEDIATION  Reteach and Practice: Development of Theme (RP)  Author's Style: Literary Devices: Dialogue (RP) OR Word Study: Adverbs of Manner Students complete activities relating to Adverbs of Manner  Exit Ticket: Adverbs of Manner  Reteach and Practice: Adverbs of Manner (RP)	ASSESS   Selection Test: Where is Here? Recovery Day- students check FOCUS for missing work, low scores. The teacher may pull small groups.	PREPARE TO READ Technical Vocabulary stimulus; dissonance; cognitive Model using reference materials to identify the correct use of multiple meaning words using the example of response from page 96. Have students note the typical use of the known vocabulary words before reading and then look up the technical definitions of the vocabulary words as they go. Comprehension Strategy Make Predictions	ANALYZE AND INTERPRET Literary / Text Elements Text Structures, Features, and Central Ideas Students analyze examples of evidence and how it connects to the central idea. Page 103. <ul style="list-style-type: none">Define central idea.Teach how cause/effect & compare/contrast text structures using page 103 support a central idea.Reference B.E.S.T. Standards page 105 clarifications & resource pages 172-173.Practice questions 1-3.	STUDY LANGUAGE AND CRAFT Author's Craft Scientific and Technical Diction Students analyze sentences with scientific or technical terms. <ul style="list-style-type: none">See Page 104Return to diction showing it as a foundation for rhetoric.Demonstrate how precise language makes an author's purpose clearer.  Exit Ticket: Scientific and Technical Diction SHARE IDEAS

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		<p>READ Read the Selection</p> <p>BUILD INSIGHT Students answer questions 2 a-b on page 101 to ensure basic understanding.</p> <p>Close with a discussion of question 2.</p>	<p> Exit Ticket: Text Structures, Features, and Central Ideas</p>	<p>Research Digital Presentation Students develop research questions and a research plan to drive a formal inquiry into cultural expressions of fear. (Honors Extension)</p>
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1 DAY	1 DAY	(Section: 5 days) 1 DAY	1 DAY	1 DAY
SELECTION Why Do Some Brains Enjoy Fear? Allegra Ringo	SELECTION Why Do Some Brains Enjoy Fear? Allegra Ringo	SELECTION Poetry Collection SE pp 106-115	SELECTION Poetry Collection SE pp 116-117	SELECTION Poetry Collection SE pp 118-119
Florida's B.E.S.T. Spotlight Standard				
R.2.1- Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts. <i>(Roadmap, p.46)</i> R.3.4- Explain an author's use of rhetoric in a text. <i>(Roadmap, p.64)</i>	EE.2.1- Read and comprehend grade-level complex texts proficiently.	V.1.2- Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.	R.1.2- Analyze universal themes and their development throughout a literary text. <i>(Roadmap, p.36)</i>	R.1.1: Explain how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap, p.34)</i>
SMALL GROUP REMEDIATION  Reteach and Practice: Text Structures, Features, and Central Ideas (RP)  Reteach and Practice: Scientific and Technical Diction (RP) OR Word Study: Spelling: The Plural Forms of Nouns Students complete activities relating to Plural Forms of Nouns  Exit Ticket: Spelling: The Plural Forms of Nouns  Reteach and Practice: Spelling: The Plural Forms of Nouns (RP)	ASSESS   Selection Test: Why Do Some Brains Enjoy Fear? Recovery Day- students check FOCUS for missing work, low scores. The teacher may pull small groups. GROUP REVIEW	PREPARE TO READ Worksheet: https://docs.google.com/document/d/1BYw18m2jucxZiurr4HPaKf_bxSQI7uXkzqBs/p5gitYs/edit?usp=drive_link Concept Vocabulary entreating; implore; beguiling Teach using word parts as a context clue. Example: root words: -cred and prefix in from page 106. Comprehension Strategy Paraphrase- as we read poetry one of the best comprehension strategies will be to paraphrase stanzas. See page 106 for tips. READ Read the Selection	ANALYZE AND INTERPRET Literary / Text Elements Poetic Conventions and Theme Students analyze poetic conventions such as speaker and imagery. <ul style="list-style-type: none"> Review theme In poetry author's use the voice of the speaker to create imagery to relay a theme. Fill in the chart on page 117. See resource "Poetry Collection Questions"  Exit Ticket: Poetic Conventions and Theme	STUDY LANGUAGE AND CRAFT Author's Craft Poetic Conventions: Metrics and Rhyme Students analyze meter and rhyme in the poems. <ul style="list-style-type: none"> See Chart With meter, make sure students understand the concept & definition. <i>They do not need expertise in noting stressed & unstressed syllables for standard mastery.</i>  Exit Ticket: Poetic Conventions: Metrics and Rhyme Speaking and Listening Panel Discussion

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		<p>BUILD INSIGHT Students answer questions 2 a-c on page 115 to ensure basic understanding.</p> <p>Close with a discussion of vocabulary- use page 116 for prefix be-.</p>		<p>Students conduct a panel discussion in which you discuss transformation as it is expressed in one of the poems. (Honors Extension)</p>
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EL Highlights

1 DAY	1 DAY	1 DAY	2 DAYS	(Section: 7 days) 1 DAY
SELECTION Poetry Collection	SELECTION Poetry Collection	RESLIENCY September Trait- Honesty	ASSESS Unit 1 Assessment	WRITING Argumentative Essays Writing Day 1
Florida's B.E.S.T. Spotlight Standard				
R.1.2- Analyze universal themes and their development throughout a literary text. (Roadmap, p.36) R.1.1: Explain how key elements enhance or add layers of meaning and/or style in a literary text. (Roadmap, p.34)	EE.2.1- Read and comprehend grade-level complex texts proficiently.	HE.912.R.4.1: Analyze the importance of character and grit to achieve successful outcomes.	EE.2.1- Read and comprehend grade-level complex texts proficiently.	C.1.3-Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.
SMALL GROUP REMEDIATION  Reteach and Practice: Poetic Conventions and Theme (RP)  Reteach and Practice: Poetic Conventions: Metrics and Rhyme (RP) OR Move on to the selection test, if student exit ticket data is meeting the benchmark. (Honors Extension) Panel Discussion Pg. 119	ASSESS  Selection Test: Poetry Collection 1 Recovery Day- students check FOCUS for missing work, low scores. The teacher may pull small groups.	RESLIENCY At the end of our first unit discuss 1 st quarter progress towards hitting end of the year goals. To have successful outcomes we need to be HONEST about our efforts towards achieving our goals. <ul style="list-style-type: none">• Discuss what honesty in our work looks like.• How does honesty impact our character and grit? How does building character & grit improve our outcomes?	ASSESS Administer Part 1 of the Unit 2 Assessment  Unit 1 Test Test will take 2 class periods. As students finish, they can reflect on unit goals.	ANALYZE PROMPT Students will write an argumentative essay about whether fear is beneficial or harmful to humans. See resource folder for prompt formatting and articles. Teach the elements of argumentative writing. <ul style="list-style-type: none">• Introduction to topic• Claim• Supporting evidence• Counter claim• Conclusion Teach students to read and analyze writing prompts.

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		www.charactercounts.org/c2 "Is it trust or distrust?"		<ul style="list-style-type: none"> • Know the prompt before reading. • Identify the purpose and audience for your writing. • Read the articles in search of information to use in your response. • Plan your response. • Write your response. • Revise/edit your response. <p>Read and analyze this prompt as a class and determine a purpose for writing.</p> <p>The first hurdle to writing is understanding the source material in a way that will allow them to write about it. If we set them up to read with a purpose in mind, comprehension and writing will be better.</p>
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EL Highlights

1 DAY	1 DAY	1 DAY	1 DAY	1 DAY
WRITING Argumentative Essays Writing Day 2	WRITING Argumentative Essays Writing Day 3	WRITING Argumentative Essays Writing Day 4	WRITING Argumentative Essays Writing Day 5	WRITING Argumentative Essays Writing Day 6
Florida's B.E.S.T. Spotlight Standard				
C.1.3-Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.	C.1.3-Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.	C.1.3-Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.	C.1.3-Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.	C.1.3-Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.
WRITING EXPECTATIONS View Argumentative Writing Rubric with students in order to understand what is important in our writing. Scoring Samplers are available at this link . Note in the rubric that including a sufficient introduction AND conclusion is required to get a 3 or higher in "Purpose/Structure". Citing evidence from multiple sources is also required to get a 3 or higher in "Development".	INTRODUCTIONS Model writing a quality introduction using the sample pieces and a teacher generated model. An introduction should include a hook, a thesis statement (or claim), and a closing statement that smoothly transitions into the body paragraphs. <u>Some ideas of a hook may include:</u> 1. Rhetorical question (it must be truly thoughtful and answered by the end of the essay) 2. Restate the prompt 3. Statement about the topic 4. Interesting quote from the passage 5. Fact or definition	INTEGRATE EVIDENCE Model for students what it looks like to smoothly integrate evidence into writing. They need carefully selected text support and various methods for citing the evidence. Model and chart some sentence stems for integrating evidence. Include instructions on parenthetical citations. Use samplers for support as needed. <i>Note: the rubrics do not require a specific format for citations such as MLA.</i> Citations required for a score above 2 in "Development".	ELABORATION Model for students what it looks like to elaborate on evidence. This is important because the goal of the writing standards is to demonstrate an understanding of the articles. If we can't expound on the evidence you include, do you really understand it? Chart some ideas to help students generate their elaboration. <u>After you include evidence ask yourself....</u> • Why is this important? • Why is this relevant? • What does this tell us? Draw a conclusion. • What caused this to happen?	COUNTERCLAIMS Argumentative essays require a counterclaim. This is an opportunity to address opposing arguments and explain why those arguments are weak. Note: The standard uses plural for counterclaim and does not need to be addressed in a singular paragraph. Students can address the counterclaim within reason body paragraphs. <u>Chart guidelines for writing a counterclaim:</u> 1. Topic sentence (introduce counterclaim) 2. Give rebuttal. 3. Give the evidence.

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		Direct source not source within source	<ul style="list-style-type: none"> • What are the future implications? • Can you infer anything from this information? 	<p>4. Explain how the evidence weakens the opponent's claim.</p> <p>5. Wrap-Up</p> <p><u>Some sentence starters for counterclaim:</u></p> <ul style="list-style-type: none"> • Opponents will likely say... • Some may say... • Opponents would point out that... • The opposition believes that...
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EL Highlights

DAY 32	3 DAYS	(Section: 2 days) 1 DAY	1 DAY	(Section: 3 days) 1 DAY
WRITING Argumentative Essays Writing Day 7	FLEX DAYS	UNIT INTRODUCTION SE pp 478-493	UNIT INTRODUCTION SE pp 478-493	SELECTION Historical Context: <i>The Odyssey</i> from <i>The Odyssey</i> , Homer Pg. 488-4
Florida's B.E.S.T. Spotlight Standard				
C.1.3-Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.		V.1.1- Integrate academic vocabulary appropriate to grade level in speaking and writing EE.2.1- Read and comprehend grade-level complex texts proficiently.	C.1.4- Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task	9.R.1.4- Analyze the characters, structures, and themes of epic poetry. (Roadmap, p.40)
REVISE & EDIT Teach grammar lessons as needed based on class data and allow students an opportunity to revise their work based on those lessons. Consider: <ul style="list-style-type: none"> • Subject verb agreement • Comma usage • Punctuation for citations Capitalization of titles & proper nouns	FLEX DAYS These days are built into the schedule to allow for school-based events and assessments as well as reteaching that may need to occur. If Unit 1 Assessment showed deficits in student learning use this time to reteach using SAVVAS resources found by clicking: <ul style="list-style-type: none"> • Realize • English 1 Textbook Cover • Assessments • Unit Tests 	INTRODUCE Motivate and Engage Students discuss what might prompt someone to take a "journey of the mind." Watch the Video/Discuss It Students will watch the video "Misty Copeland's Hard-Fought Journey to Ballet Stardom" and discuss the question: <i>What are some challenges that most people face during their journey to adulthood?</i>  Watch the Video Table of Contents Preview	INTRODUCE Mentor Text Students will read "Gone and Back Again: A Traveler's Advice." They will then be able to participate in discussions about journeys of transformation. <ul style="list-style-type: none"> • Annotate with students how the author builds the claim, underscoring: <ul style="list-style-type: none"> • Author's Purpose • Text Structure • Writer's Thesis Word Network Students add new words to their Word Network as they read texts in the unit.	PREPARE TO READ Define an epic poem per the B.E.S.T. standards as: "a long narrative poem in elevated style recounting the deeds of a legendary or historical hero extending beyond the usual or ordinary especially in size or scope". Anchor Chart Pg. 41 Standard Roadmap Historical Context Students analyze a brief history of ancient Greece and Greek mythology and customs. <ul style="list-style-type: none"> • See pages 488-489 TE notes • Students read "Ancient Greece"

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	<p>Now click the 3 dots and there will be a menu for "Remediation".</p> <p>See screen shot at end of document for a visual.</p>	<p>Preview the selections in the unit and point out that students will respond to prompts:</p> <p>Unit Goals Students will deepen their understanding of social change by reading, writing, speaking, presenting, and listening.</p> <p> Unit Goals Video</p> <p>Academic Vocabulary voluntary; elucidate; expedite; subsequent; procedure.</p>	<p> Word Network</p> <p>EQ Notes Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> EQ Notes</p>	<ul style="list-style-type: none"> Need an understanding of the culture of Ancient Greece and the wars that form the basis for Odysseus' journey. <p>Inquiry and Research Develop Research Questions Students conduct a brief, informal inquiry into ancient Greek culture. (Honors Extension)</p>
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EL Highlights

1 DAY	1 DAY	1 DAY	2 DAYS	
SELECTION Historical Context: <i>The Odyssey</i> from <i>The Odyssey</i> , Homer Pg. 490-491	SELECTION Historical Context: <i>The Odyssey</i> from <i>The Odyssey</i> , Homer Pg. 492-493	SELECTION Concept Vocabulary: <i>The Odyssey</i> from <i>The Odyssey</i> , Homer Pg. 494	SELECTION <i>The Odyssey</i> , Part 1: "Sing in me, Muse"; Sailing from Troy; The Lotus-Eaters Lines 1-108, pg. 497-500	
Florida's B.E.S.T. Spotlight Standard				
9.R.1.4- Analyze the characters, structures, and themes of epic poetry. <i>(Roadmap, p. 40)</i>	9.R.1.4- Analyze the characters, structures, and themes of epic poetry. <i>(Roadmap, p. 40)</i>	9.R.1.4- Analyze the characters, structures, and themes of epic poetry. <i>(Roadmap, p. 40)</i>	9.R.1.4- Analyze the characters, structures, and themes of epic poetry. <i>(Roadmap, p. 40)</i>	
PREPARE TO READ The traits of epic poetry include the invocation of the muse, the involvement of the supernatural, and a look into culture. In this passage students learn Greek mythology and customs. Historical Context Students analyze a brief history of ancient Greece and Greek mythology and customs. <ul style="list-style-type: none"> Greek Mythology and Customs, Gods in Greek Mythology (p. 490-491) 	PREPARE TO READ Historical Context Students analyze a brief history of ancient Greece and Greek mythology and customs. <ul style="list-style-type: none"> Homer and the Epic Form, pg. 492-493 Chart the Epic form for reference as you work through the text. This standard asks that students know the structure of the epic. <u>See page 530</u> as characteristics for the traits. 	PREPARE TO READ Concept Vocabulary Students complete activities related to the concept vocab <u>Words:</u> plundered; fugitives; avenge; dispatched; ventured; tactic Comprehension Strategy Generating Questions – practice this strategy using the text on pg. 494 BACKGROUND <ul style="list-style-type: none"> The Trojan War It Begins With Strife War Crimes and Punishment 	ANALYZE & INTERPRET Literary/Text Elements Structures of Epic Poetry Students examine structures of epic poetry. <u>Prior to reading:</u> teach students 3 structures to look for: <ol style="list-style-type: none"> Invocation of the muse (lines 1-17) In medias res (18-40) Flashback (40-...) READ Read line 1-108 (Invocation, Sailing From Troy, The Lotus Eaters) <u>After reading,</u> students analyze and interpret: <ul style="list-style-type: none"> Answer page 528 questions about text structure. Questions 1, 2, & 4 	

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EL Highlights

			 Exit Ticket: Structures of Epic Poetry	
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EL Highlights

How to find unit assessment remediation activities.

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- UNIT 2: Outsiders and Outcasts
- UNIT 3: Crazy, Stupid Love
- UNIT 4: Journeys of Transformation
- UNIT 5: World's End
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- Virtual Learning Resources Only ☒ Off
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- Exit Tickets
- Selection Tests
- Unit Tests**
- Beginning-, Middle-, and End-of-Year Tests
- Florida Test Prep Banks and Answer Key
- Remediation Activities Answer Keys

Unit Tests

Standards

[ELA.9.R.1](#), [ELA.9.R.1](#), [ELA.9.R.1](#), [ELA.9.R.1](#)... [View All](#)

Select multiple items ☒ Off

Unit 1: Unit Tests

- ☒ **U1: Unit Test Part 1 (Online)**
Assesses standards and skills taught in the Unit. Part 1 includes cold read passages with multiple choice and short response items. Part 2 includes cold read passage...
- ☒ **U1: Unit Test Part 2 (Online)**
Assesses standards and skills taught in the Unit. Part 1 includes cold read passages with multiple choice and short response items. Part 2 includes cold read passage...

Unit 2: Unit Tests

Assign All

Assign

Add to Playlist

Information

Teacher Resources

Customize

Remediation

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

Audio | Video | Downloadable / Printable Document | Online Assessment | EL Highlights

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**Quarter 2 Curriculum Map (Textbook Units 4 + 2)
Grade 9 - Nassau County School District
2024-2025**

GRADE 9 | UNIT 4: **Journeys of Transformation**

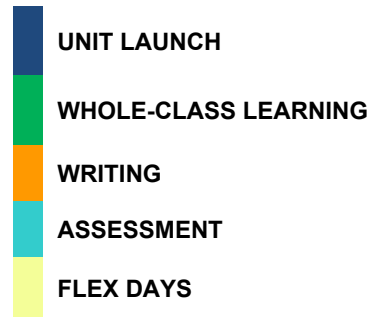
ESSENTIAL QUESTION: *How do we learn who we truly are?*

PERFORMANCE BASED ASSESSMENT: **Expository Essay**

NOTES:

- See [BEST Standards](#) for additional text resources.
- See BEST Reading list for each grade level for supplemental materials.

INSTRUCTIONAL MODEL



2nd Quarter Dates:

- October 14, 1st day of 2nd quarter
- October- PSAT Day
- November 11, 2024 – No school
- November 25-29, 2024 – Thanksgiving Break
- December 20, 2024 – Last day of 2nd quarter
- FAST PM2 Window: 12/2/24-1/24/25

Unit 4 Overview

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

Unit Goals

Students will be able to:

- Read texts that explore different ways of thinking about survival and develop their own perspective.
- Understand and use academic vocabulary related to argumentative texts.
- Recognize and analyze elements of different genres, including fiction and poetry.
- Read a selection of choice independently and make meaningful connections to other texts and ideas.
- Write a focused, structured, and coherent argumentative essay in response to a thematic question.
- Complete Timed Writing tasks with confidence.
- Collaborate, listen actively, build on others' ideas, and communicate effectively.
- Prepare and deliver an effective multimedia presentation.




3 DAYS		1 DAY	1 DAY	1 DAY
SELECTION	SELECTION	SELECTION	SELECTION	SELECTION
<i>The Odyssey</i> , Part 1: The Cyclops Lines 109-363, pg. 500-507	<i>The Odyssey</i> , Part 1: The Cyclops Lines 364-525, pg. 507-512	<i>The Odyssey</i> , Part 1: The Land of the Dead Lines 526-671, pg. 512-515	<i>The Odyssey</i> , Part 1: The Sirens; Scylla and Charybdis Lines 672-827, pg. 516-521	<i>The Odyssey</i> , Part 1: The Cattle of the Sun God Lines 828-997, pg. 521-525
Florida's B.E.S.T. Spotlight Standard				
9.R.1.4- Analyze the characters , structures, and themes of epic poetry (Roadmap, p. 40)	9.R.1.4- Analyze the characters, structures , and themes of epic poetry (Roadmap, p. 40)	9.R.1.4- Analyze the characters , structures , and themes of epic poetry (Roadmap, p. 40)	9.R.1.4- Analyze the characters , structures , and themes of epic poetry (Roadmap, p. 40)	9.R.1.4- Analyze the characters, structures, and themes of epic poetry (Roadmap, p. 40)
ANALYZE & INTERPRET Literary/Text Elements Structures of Epic Poetry Students examine characters of epic poetry. <u>Prior to Reading:</u> Epic characters- one feature of epic poetry is a character of immense bravery or resolve. Review yesterday's reading. In lines 18-43 how does Odysseus fit an epic hero's traits. Chart traits. <i>How does that description compare to what we see in the Lotus Eaters section?</i> READ Read lines 109-363 (The Cyclops) <u>After Reading:</u> Answer page 526 questions: 4 & 5	ANALYZE & INTERPRET Literary/Text Elements Structures of Epic Poetry Students examine structures of epic poetry. <u>Prior to Reading:</u> Remind students that this portion of the text is all told in the form of a flashback. Define "first-person". This means we only see Odysseus' perspective. READ Read lines 364-525 (The Cyclops) <u>After Reading:</u> Explain how the first-person flashback "retelling" adds drama to the structure of the epic. (see TE note page 509) Speaking and Listening	ANALYZE & INTERPRET Literary/Text Elements Structures of Epic Poetry Students examine characters of epic poetry. <u>Prior to Reading:</u> Point out the structural element of the synopsis of the abridged books moving from "The Cyclops" to "The Land of the Dead". READ Read lines 526-671 (The Land of the Dead) <u>After Reading:</u> Answer page 526 questions: 6 & 7 (main Focus questions); page 527 questions 1 & 2	ANALYZE & INTERPRET Literary/Text Elements Structures of Epic Poetry Students examine characters of epic poetry. <u>Prior to Reading:</u> Review the warning that Tiresias gives Odysseus. With this warning why would he decide to continue? READ Read lines 672-827 (The Sirens & Scylla & Charybdis) <u>After Reading:</u> Character analysis- what changes can we observe in Odysseus from the beginning to this latest loss of men?	ANALYZE & INTERPRET Literary/Text Elements Structures of Epic Poetry Students examine characters of epic poetry. <u>Prior to Reading:</u> Review theme and direct students as we read today to consider themes that we can take from Part 1. READ Read lines 828-997 (The Cattle of the Sun God) <u>After Reading:</u> Reflect on the plot line and character development that has occurred in Part 1. Brainstorm a list of themes we see developing.




	Research Presentation Students prepare and deliver a research presentation about either of these topics: (1) Greek sailing ships and navigation; (2) Greek weaponry and military tactics. (Honors Extension)			
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1 DAY	1 DAY	1 DAY	1 DAY	1 DAY
ASSESS The Odyssey from The Odyssey, Part 1 Homer	FLEX DAY Reteach/Review	RESILIENCY October- Personal Responsibility	SELECTION The Odyssey, Part 2: “Twenty years gone, and I am back again...” Lines 998-1163, pg. 531-536	SELECTION The Odyssey, Part 2: Argus; The Suitors Lines 1164-1285, pg. 536- 541
Florida’s B.E.S.T. Spotlight Standard				
EE.2.1- Read and comprehend grade-level complex texts proficiently.	EE.2.1- Read and comprehend grade-level complex texts proficiently.	HE.912.R.2.2: Analyze different perspectives to inform responsible decision-making	9.R.1.1: Explain how key elements enhance or add layers of meaning and/or style in a literary text. (Roadmap, p. 34)	9.R.3.1: Explain how figurative language creates mood in text(s). (Roadmap, p. 58)
ASSESS  Selection Test: <i>from</i> the Odyssey, Part 1 Recovery Day- students check FOCUS for missing work, low scores. The teacher may pull small groups.	SMALL GROUP REMEDIATION Based on Selection Test data, reteach any standards as needed.	RESILIENCY View the character of Odysseus. Was he a good decision maker? What did he take into consideration when he made his decisions? Odysseus made his decisions on his own. He did not listen to the advice and concerns of those around him. Responsible decision-making takes into consideration multiple perspectives. <ul style="list-style-type: none"> What are the benefits of considering multiple perspectives? How can we take in multiple perspectives before making important decisions? 	PREPARE TO READ Literary/Text Elements Structures of Epic Poetry Students examine characters of epic poetry. Concept Vocabulary craft; dissemble; incredulity; bemusing; guise; deceived Comprehension Strategy Make Predictions <u>Prior to Reading:</u> Ask students to make predictions based on the Characteristics of the Epic Genre (page 530) <i>If these characteristics have not been charted in some way, chart them now.</i> READ Read lines 998-1163 (The Return of Odysseus) <u>After Reading:</u>	ANALYZE AND INTERPRET <u>Prior to Reading</u> Teach Language and Purpose – similes and epic similes (page 555) <ul style="list-style-type: none"> See B.E.S.T. Standards Page 106 for clarifications. See B.E.S.T. Standards Page 176 for figurative language. READ Read lines 1164-1285 (Argus & The Suitors) <ul style="list-style-type: none"> Annotate for similes as you read. <u>After Reading:</u> Return to reading to examine figurative language used in lines 1061-1623 <ul style="list-style-type: none"> Model how to complete line 1 of the chart which students will continue





			<ul style="list-style-type: none">• Answer page 553 question 4; page 554 questions 1-2	<p>tomorrow. See page 555.</p> <ul style="list-style-type: none">• In the chart, focus on the <i>effect</i> of the figurative language. <p> Exit Ticket: Language and Purpose (May save for next day's lesson)</p>
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2 DAYS		1 DAY	1 DAY	1 DAY
SELECTION The Odyssey, Part 2: Penelope; The Challenge Lines 1286-1405, pg. 541-544	SELECTION The Odyssey, Part 2: Penelope; The Challenge Lines 1286-1405, pg. 541-544	SELECTION The Odyssey, Part 2: Odysseus' Revenge; Penelope's Test Lines 1406-1624, pg. 545-550; 552	SELECTION The Odyssey, Part 2	SELECTION The Odyssey, Part 2
Florida's B.E.S.T. Spotlight Standard				
9.R.3.1: Explain how figurative language creates mood in text(s). (Roadmap, p. 58)	R.1.1: Explain how key elements enhance or add layers of meaning and/or style in a literary text. (Roadmap, p. 34) 9.R.3.1: Explain how figurative language creates mood in text(s). (Roadmap, p. 58)	9.R.1.4- Analyze the characters, structures, and themes of epic poetry. (Roadmap, p. 40)	R.1.1: Explain how key elements enhance or add layers of meaning and/or style in a literary text. (Roadmap, p. 34) 9.R.3.1: Explain how figurative language creates mood in text(s). (Roadmap, p. 58)	EE.2.1- Read and comprehend grade-level complex texts proficiently.
ANALYZE AND INTERPRET Prior to Reading Review similes and epic similes with chart started in prior lesson. READ Read lines 1286-1405 (Penelope & The Challenge) <u>During/After Reading:</u> Return to reading to examine figurative language used in lines 1061-1623 <ul style="list-style-type: none"> As students read, they should complete the remaining lines of the chart. Close with a discussion around 	STUDY CRAFT AND LANGUAGE Students analyze the literary elements of mood, tone, inversion, and voice. <u>Prior to Reading:</u> Teach Syntax, Mood, and Tone; Mood and Voice (page 557) <ul style="list-style-type: none"> Return to layers of meaning chart (Q1). Going beyond literal meaning word choice adds a layer. Differentiate mood, tone, & voice <u>Return to Prior Reading:</u> <ul style="list-style-type: none"> Answer question 1 on page 557 	Literary/Text Elements Structures of Epic Poetry Students examine characters of epic poetry. <u>Prior to Reading:</u> Ask students to recall predictions made on Day 10 READ Read lines 1406-1624 (Odysseus' Revenge & Penelope's Test) <u>After Reading:</u> <ul style="list-style-type: none"> Answer page 553 questions 3, 6, 7, & 8 Honors Extension Ideas: Composition Application Form	SMALL GROUP REMEDIATION  Reteach and Practice: Language & Purpose (RP)  Reteach and Practice: Syntax, Mood, & Tone (RP) OR Move on to the selection test if student exit ticket data is meeting the benchmark.	ASSESS  Selection Test: <i>from</i> the Odyssey, Part 2 Recovery Day- students check FOCUS for missing work, low scores. The teacher may pull small groups.









<p>question 2 on page 555.</p> <p> Exit Ticket: Language and Purpose (If not completed previously)</p>	<p>focusing on the effect column.</p> <p> Exit Ticket: Syntax, Mood, & Tone</p>	<p>Students complete the application form for a mariner's license as Odysseus.</p> <p>Speaking and Listening Job Interview Students role-play a job interview between the ship's captain and Odysseus</p>		
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(Section: 2 Days) 2 DAYS	(Section: 5 Days) 1 DAY	1 DAY	1 DAY	1 DAY
SELECTION "Perils of Indifference" Elie Wiesel Available on Common Lit.	SELECTION "The Writing on the Wall", Camille Dungy Pg. 604-609	SELECTION "The Writing on the Wall", Camille Dungy Pg. 611	SELECTION "The Writing on the Wall", Camille Dungy Pg. 612	SELECTION "The Writing on the Wall", Camille Dungy Pg. 613
Florida's B.E.S.T. Spotlight Standard				
R.2.2- Evaluate the support an author uses to develop the central ideas(s) throughout a text.	V.1.3- Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	R.2.1: Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.	R.2.3: Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. <i>(Roadmap, p. 46)</i> R.3.1: Explain how figurative language creates mood in text(s). <i>(Roadmap, p. 48)</i>	R.2.1: Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts. R.2.3: Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. <i>(Roadmap, p. 46)</i> R.3.1: Explain how figurative language creates mood in text(s). <i>(Roadmap, p. 48)</i>
Central Idea: Students determine the central idea of Wiesel's speech. Main Ideas: <ul style="list-style-type: none"> Grateful for the sympathy, compassion, and outrage shown by. Had to also be a certain amount of indifference in people. Meaning of indifference. Some hope for the future. 	PREPARE TO READ Concept Vocabulary memento; composed; inscribed Teach types of context clues using examples on page 604: synonym, restatement, similarity of ideas, contrast of ideas. <ul style="list-style-type: none"> Chart word context used in create definition Comprehension Strategy Evaluate Details to Determine Key Ideas	ANALYZE AND INTERPRET Literary/Text Elements Characteristics and Structures Students examine different kinds of supporting evidence. <ul style="list-style-type: none"> Discuss Literary/Text Elements – Characteristics and Structures on page 611 – facts, examples, descriptions, reasons, expert opinions to guide students to examine different kinds of supporting evidence in the text. 	STUDY LANGUAGE AND CRAFT Author's Craft: Diction, Mood, and Tone Students examine different types of sound devices in poetry and prose. <ul style="list-style-type: none"> Define the sound devices of assonance, consonance, and Alliteration using page 612 as a guide Have students return to the text to find examples of each. 	SMALL GROUP REMEDIATION/WORD STUDY  Reteach and Practice: Characteristics and Structures (RP)  Reteach and Practice: Diction, Mood, and Tone (RP) OR Word Study: Latin Root: -mem- Students complete activities relating to the Latin Root: -mem-

<p>Text Evidence:</p> <p>Students use textual evidence to explain how Wiesel develops a central idea throughout his speech.</p> <p>Concept Vocabulary:</p> <p>Infamy, harrowing, elicit, commemorate, illustrious.</p> <p>Historical Connections and discussion questions:</p> <p>Why didn't the United States intervene once it became aware of Nazi concentration camps? Can you think of other conflicts that the United States has acted indifferently towards?</p> <p>What can we learn from tragedy? What does Elie Wiesel believe we can take away from the numerous tragedies that have occurred throughout the century? How can this knowledge impact the future?</p>	<p>READ Read the Selection</p> <p>BUILD INSIGHT Students answer questions 1 a-c on page 609 to ensure basic understanding.</p> <p>Close with a discussion of what the vocabulary has in common.</p>	<ul style="list-style-type: none"> • See B.E.S.T. Standards Page 174 for text structures resource. • Answer question #2 to support understanding (whole group) and questions 1, 3-5 <p> Exit Ticket: Characteristics and Structures</p>	<ul style="list-style-type: none"> • Discuss how these devices impact the meaning or tone of the text. • See B.E.S.T. Standards Page 106 for clarifications & Page 176 for Figurative Language Chart. <p> Exit Ticket: Diction, Mood, and Tone</p>	<p> Exit Ticket: Latin Root: <i>-mem-</i></p> <p> Reteach and Practice: Latin Root: <i>-mem-</i> (RP)</p> <p>Research Formal Research Presentation Students prepare and deliver a formal research presentation. Pp. 613 (<i>Honors Extension</i>)</p>
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1 DAY	(Section: 4 days) 1 DAY	1 DAY	1 DAY	1 DAY
SELECTION "The Writing on the Wall", Camille Dungy	SELECTION "Rules of the Game" from The Joy Luck Club by Amy Tan Pg. 622-625	SELECTION "Rules of the Game" from The Joy Luck Club by Amy Tan Pg. 622-630	SELECTION "Rules of the Game" from The Joy Luck Club by Amy Tan Pg. 622-636	SELECTION "Rules of the Game" from The Joy Luck Club by Amy Tan
Florida's B.E.S.T. Spotlight Standard				
EE.2.1- Read and comprehend grade-level complex texts proficiently. (Roadmap, p. 46, 50, 58)	V.1.3- Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	9.R.1.2: Analyze universal themes and their development throughout a literary text. (Roadmap, p. 36) 9.R.1.1: Explain how key elements enhance or add layers of meaning and/or style in a literary text. (Roadmap, p. 34)	9.R.1.2: Analyze universal themes and their development throughout a literary text. (Roadmap, p. 36) 9.R.1.1: Explain how key elements enhance or add layers of meaning and/or style in a literary text. (Roadmap, p. 34)	EE.2.1- Read and comprehend grade-level complex texts proficiently.
ASSESS  Selection Test: Writing on the Wall Recovery Day- students check FOCUS for missing work, low scores. The teacher may pull small groups.	PREPARE TO READ Concept Vocabulary deftly; relented; plotted; concessions Teach context clues as a strategy to determine the meaning of unfamiliar words using examples of evacuation and simulation on page 622. Comprehension Strategy Make Connections BUILD INSIGHT Students answer questions 2 & 3 on page 633 to ensure basic understanding. Close with a discussion of what the vocabulary has in common.	ANALYZE AND INTERPRET Literary/Text Elements Characterization and Theme Students examine characters, conflicts, and motivations. <ul style="list-style-type: none"> Revisit characterization and theme Define a complex character. Discuss how their struggles can develop a theme. Use practice questions 1-4 from page 635.	SMALL GROUP REMEDIATION/GRAMMAR  Reteach and Practice: Connotation and Denotation (RP)  Reteach and Practice: Characterization and Theme (RP) OR Conventions Verb Tense Students examine correct and incorrect use of the verb tense (page 636)  Exit Ticket: Verb Tense  Reteach and Practice: Verb Tense (RP)	ASSESS  Selection Test: The Rules of the Game Recovery Day- students check FOCUS for missing work, low scores. The teacher may pull small groups.




		 Exit Ticket: Characterization and Theme Composition: story scene Students prepare and compose a story scene. See page 637. (Honors Extension)	OR Word Study: Connotation and Denotation Students complete activities relating to Connotation and Denotation (page 634)  Exit Ticket: Connotation and Denotation Reteach and Practice: Connotation and Denotation (RP)	
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1 DAY	(Section: 4 days) 1 DAY	1 DAY	1 DAY	1 DAY
RESILIENCY November- Gratitude	SELECTION “Harrison Bergeron” by Kurt Vonnegut Pg. 219-221	SELECTION “Harrison Bergeron” by Kurt Vonnegut Pg. 222-223	SELECTION “Harrison Bergeron” by Kurt Vonnegut Pg. 224-225	SELECTION “Harrison Bergeron” by Kurt Vonnegut
Florida’s B.E.S.T. Spotlight Standard				
HE.912.R.2.4: Implement strategies and monitor progress in achieving a personal goal. HE.912.R.2.6: Analyze how actions and reactions can influence one to respond in different situations. <i>Clarifications: Emotions not governing behavior.</i> HE.912.R.2.7: Evaluate strategies that assist with managing challenges or setbacks.	V.1.3- Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	9.R.1.3: Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire. (Roadmap, p. 38)	9.R.1.3: Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire. (Roadmap, p. 38)	EE.2.1- Read and comprehend grade-level complex texts proficiently.
RESILIENCY Consider the characters that we have read about and their journeys of transformation. Each of us is on a journey of transformation as well to find out who we are and how we can reach our potential. In reflecting on your goals for the year, how can you be grateful for the progress you have made? “Practicing gratitude can be a game-changer: it has far reaching effects, from	PREPARE TO READ Concept Vocabulary calibrated; symmetry; synchronizing Review the concept of technical vocabulary and using reference materials to determine the meaning of multiple meaning words. Use example “plea” on page 218. Comprehension Strategy Create Mental Images READ Read the Selection	ANALYZE AND INTERPRET Narrator Perspective and Satire Students examine the literary devices of diction and syntax. <ul style="list-style-type: none"> Define satire & review syntax. Discuss how these tools affect the tone and shape our understanding of the writer or narrator’s perspective. Compare casual speech to sophisticated speech. 	SMALL GROUP REMEDIATION  Reteach and Practice: Author’s Purpose and Message: Satire (RP) OR STUDY LANGUAGE AND CRAFT Conventions Pronoun-Antecedent Agreement Students examine different types of pronouns.  Exit Ticket: Pronoun-Antecedent Agreement	ASSESS  Selection Test: Harrison Bergeron Recovery Day- students check FOCUS for missing work, low scores. The teacher may pull small groups.



<p>improving our mental health to boosting our relationships with others. Living your life with gratitude helps you notice the little wins—like the bus showing up right on time or a stranger holding the door for you. Each of these small moments strings together to create a web of well-being that, over time, strengthens your ability to notice the good.”</p> <p>See link for more strategies: https://www.mindful.org/an-introduction-to-mindful-gratitude/</p>	<p>BUILD INSIGHT Students answer questions 2 a-c on page 226 to ensure basic understanding.</p> <p>Close with a discussion about the vocabulary meanings.</p>	<p>Practice with questions 2-5 on page 228.</p> <p> Exit Ticket: Author's Purpose and Message: Satire</p> <p>Analysis & Discussion Students work as a group to do an in depth analysis of the text using the prompts on page 226, questions 4-8. (Honors Extension)</p>		
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1 DAY	2 DAYS	(Section: 6 Days) 1 DAY	1 DAY	1 DAY
FLEX DAY Reteach/Review	ASSESS Unit 4 Assessment	WRITING Expository Essays Writing Day 1	WRITING Expository Essays Writing Day 2	WRITING Expository Essays Writing Day 3
Florida's B.E.S.T. Spotlight Standard				
EE.2.1- Read and comprehend grade-level complex texts proficiently.	EE.2.1- Read and comprehend grade-level complex texts proficiently.	C.1.4-Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task	C.1.4-Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task	C.1.4-Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task
SMALL GROUP REMEDIATION Based on Selection Test data, reteach any standards as needed.	ASSESS Administer Part 1 of the Unit 2 Assessment  Unit 4 Test Test will take 2 class periods. As students finish, they can reflect on unit goals.	ANALYZE PROMPT Students will write an expository essay explaining how technology influences how we interact, and how we think about ourselves. See resource folder for prompt formatting and articles. Review the elements of argumentative writing from our mentor texts as well as "Gone and Back Again: A Traveler's Advice." <ul style="list-style-type: none"> • Intro provides context & main idea/thesis. • Subsequent paragraphs build on that idea. • Concluding paragraph summarizes ideas. Teach students to read and analyze writing prompts.	WRITING EXPECTATIONS View Expository Writing Rubric with students in order to understand what is important in our writing. Scoring Samplers are available at this link . Note in the rubric that including a sufficient introduction AND conclusion is required to get a 3 or higher in "Purpose/Structure". Citing evidence from multiple sources is also required to get a 3 or higher in "Development".	INTRODUCTIONS Model writing a quality introduction using the sample pieces and a teacher generated model. An introduction should include a hook, a thesis statement (or main idea), and a closing statement that smoothly transitions into the body paragraphs. <u>Some ideas of a hook may include:</u> <ol style="list-style-type: none"> 1. Rhetorical question (it must be truly thoughtful and answered by the end of the essay) 2. Restate the prompt 3. Strong statement 4. Interesting quote or paraphrase from the passage



		<ul style="list-style-type: none"> • Know the prompt before reading. • Identify the purpose and audience for your writing. • Read the articles in search of information to use in your response. • Plan your response. • Write your response. • Revise/edit your response. <p>Read and analyze this prompt as a class and determine a purpose for writing.</p> <p>The first hurdle to writing is understanding the source material in a way that will allow them to write about it. If we set them up to read with a purpose in mind, comprehension and writing will be better.</p>		
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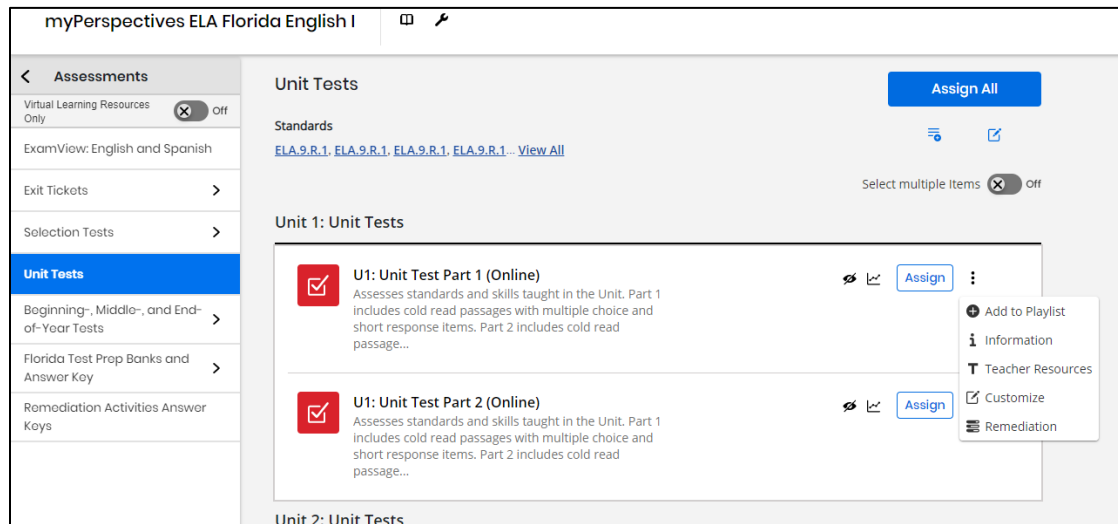
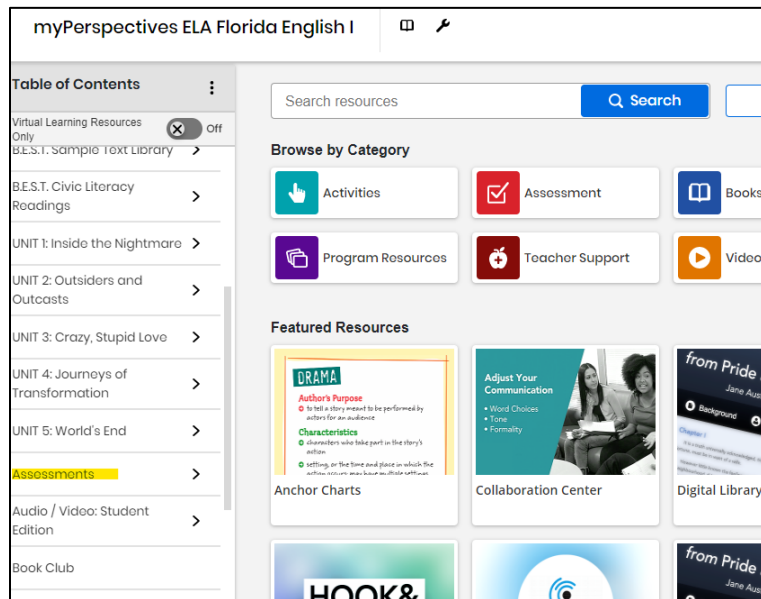
1 DAY	1 DAY	1 DAY	1 DAY	4 DAYS
WRITING Expository Essays Writing Day 4	WRITING Expository Essays Writing Day 5	WRITING Expository Essays Writing Day 6	RESILIENCY December- Empathy	FLEX DAYS
Florida's B.E.S.T. Spotlight Standard				
C.1.4-Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task	C.1.4-Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task	C.1.4-Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task	HE.912.R.1.2: Demonstrate empathy in a variety of contexts and situations. Clarifications: Identifying others' feelings, perspectives, circumstances, experiences, and active listening.	EE.2.1- Read and comprehend grade-level complex texts proficiently.
INTEGRATE EVIDENCE Model for students what it looks like to smoothly integrate evidence into writing. They need carefully selected text support and various methods for citing the evidence. Model and chart some sentence stems for integrating evidence. Include instructions on parenthetical citations. Use samplers for support as needed. <i>Note: the rubrics do not require a specific format for citations such as MLA.</i> Citations required for a score above 2 in "Development".	ELABORATION Model for students what it looks like to elaborate on evidence. This is important because the goal of the writing standards is to demonstrate an understanding of the articles. If we can't expound on the evidence you include, do you really understand it? Chart some ideas to help students generate their elaboration. <u>After you include evidence ask yourself....</u> <ul style="list-style-type: none"> • Why is this important? • Why is this relevant? • What does this tell us? Draw a conclusion. <ul style="list-style-type: none"> • What caused this to happen? 	REVISE & EDIT Teach grammar lessons as needed based on class data and allow students an opportunity to revise their work based on those lessons. Consider: <ul style="list-style-type: none"> • Subject verb agreement • Comma usage • Punctuation for citations Capitalization of titles & proper nouns	RESILIENCY Clarify meaning of empathy in contrast to sympathy. Empathy can be much harder to give as it requires us to identify the feelings, perspectives, & circumstances of others which may be very different from our own. Reflect back on texts in this unit that showed us perspectives that may have been outside of our own. See Character Counts website for lesson ideas as this link: https://charactercounts.org/se3-2/ Lesson ideas from link: <ul style="list-style-type: none"> • Have students select one of the quotes and 	Reteach or complete lessons. Possible FAST PM 2 Reteach standards based on Unit 4 assessment data. Provide instruction using Unit 2 Poetry Collection if students are at mastery on all unit standards. FLEX DAY If Unit 4 Assessment showed deficits in student learning use this time to reteach using SAVVAS resources found by clicking: <ul style="list-style-type: none"> • Realize • English 1 Textbook Cover • Assessments • Unit Tests



	<ul style="list-style-type: none"> • What are the future implications? • Can you infer anything from this information? 		<p>explain how it connects to empathy.</p> <ul style="list-style-type: none"> • Use “Empathy Busters” to see how we sometimes deflect feelings. <p>Distribute the “Someone Else’s Shoes” Cards.</p>	<p>Now click the 3 dots and there will be a menu for “Remediation”.</p> <p>See screen shot at end of document for a visual.</p>
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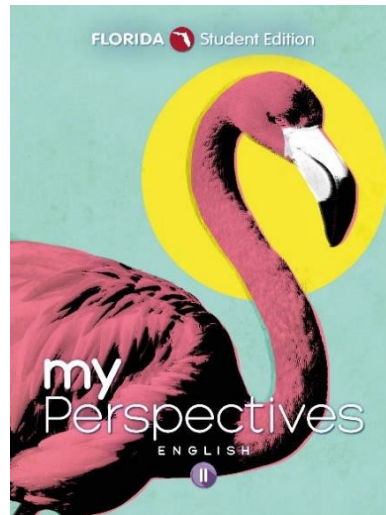


How to find unit assessment remediation activities.



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**Quarter 3 Curriculum Map (Textbook Unit 3)
Grade 9 – Nassau County School District
2024-2025**

INSTRUCTIONAL MODEL

GRADE 9 | UNIT 3: **Crazy, Stupid Love**
ESSENTIAL QUESTION: *What is True Love*

WRITING UNIT: Essay Writing Review

NOTES:

45 instructional days

The state window for PM2 is December 4-January 26th.

- See [BEST Standards](#) for additional text resources.
- See BEST Reading list for each grade level for supplemental materials.

UNIT LAUNCH

3rd Quarter Dates:

WHOLE-CLASS LEARNING

45 Instructional Days

WRITING

January 9th, 1st day of 3rd quarter

ASSESSMENT

January 15th – No school

FLEX DAYS

February 19th- No School

March 13th – Last day of 3rd quarter

Sequence these lessons as teacher sees fit. Align with MLK day & supplement informational text standards.

1 DAY	(Section: 2 Days) 1 DAY	1 DAY	2 DAYS	1 DAY
RESILIENCY January- Grit	SELECTION Martin Luther King, Jr. USHistory.org Available on CommonLit	SELECTION The Sit-In Movement USHistory.org Available on CommonLit	UNIT INTRODUCTION SE pp 276-283	SELECTION How to Read Shakespeare Challenges, Close Read Pg. 292-293
Florida's B.E.S.T. Spotlight Standard				
HE.912.R.4.1: Analyze the importance of character and grit to achieve successful outcomes	R.2.1: Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts. <i>(Roadmap, p. 46)</i> R.2.2: Evaluate the support an author uses to develop the central idea(s) throughout a text. <i>(Roadmap, p. 48)</i>	R.2.1: Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts. <i>(Roadmap, p. 46)</i> R.2.2: Evaluate the support an author uses to develop the central idea(s) throughout a text. <i>(Roadmap, p. 48)</i>	9.V.1.1- Integrate academic vocabulary appropriate to grade level in speaking & writing	9.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.

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EL Highlights

<p>RESILIENCY</p> <p>Welcome students back from the break and establish expectations.</p> <p>Grit: As students prepare for S2 set goals for the remainder of the school year and analyze the role that their character plays in achieving successful outcomes.</p> <p>Consider:</p> <ul style="list-style-type: none"> • What do I need to do to achieve my goals? • My are some potential barriers to my success? • How can I overcome those barriers? • What do I need to do to stay positive in the face of adversity? <p>In the upcoming lesson texts, consider how civil rights leaders needed to show grit to accomplish their goals.</p>	<p>CENTRAL IDEA</p> <p>Have students consider the support that is used to shape the central idea. Use "Teacher Overview" main ideas to guide thoughts and come to 1 central idea for the text.</p> <p>TEXT STRUCTURES</p> <p>Students determine the structure that the author used to develop ideas about King's life.</p> <p>Include the overall structure as well as how paragraphs support the central idea and/or build on one another.</p> <p>See B.E.S.T. Standards page 107 for clarification on structures.</p>	<p>CENTRAL IDEA</p> <p>Have students consider the support that is used to shape the central idea. Use "Teacher Overview" main ideas to guide thoughts and come to 1 central idea for the text.</p> <p>TEXT STRUCTURES</p> <p>Students determine the structure that the author used to develop ideas about the Sit-In Movement.</p> <p>Compare this structure to how ideas were developed in the biography piece. Why were different structures used to achieve each purpose?</p> <p>See B.E.S.T. Standards page 107 for clarification on structures.</p>	<p>INTRODUCE</p> <p>Motivate and Engage Students compare the meaning and concept of free will with the meaning and concept of fate.</p> <p>Watch the Video/Discuss It (Low Priority) Students will watch the video "A Modern Take on Romeo and Juliet" and discuss the question:</p> <p><i>How can a centuries-old love story remain relevant for modern audiences?</i></p> <p> Watch the Video</p> <p>Table of Contents Preview Preview the selections in the unit and point out that students will respond to prompts.</p> <p>Unit Goals Students will deepen their understanding of free will and fate change by reading,</p>	<p>Shakespeare's Language Students will explore words, syntax, blank verse, and worldview of the Elizabethan period.</p> <p><u>Challenges (pg. 292-3):</u></p> <ul style="list-style-type: none"> • Elizabethan Words • Elizabethan Syntax • Blank Verse + Iambic Pentameter • Elizabethan Worldview <p>For each challenge chart a strategy to overcome.</p> <p>Consider providing students with a copy of the challenges that hide the strategies and having them brainstorm possible strategies to overcome each challenge on their own.</p> <p>Name That Meme Game: https://docs.google.com/presentation/d/1m6rr0PrEjio657fFMS452MoujLN0kkVz/edit?usp=drive_link&ouid=108381961392921808828&rtpof=true&sd=true</p>
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	<p>Practice</p> <p>Students complete assessment questions 1-5.</p>	<p>Practice</p> <p>Students complete assessment questions 1-5.</p>	<p>writing, speaking, presenting, and listening.</p> <p> Unit Goals Video</p> <p>Academic Vocabulary endure; pathos; compelling; propose; recurrent</p> <p>Mentor Text Students will read “<i>Romeo and Juliet: A Tragedy? Or Just a Tragic Misunderstanding?</i>” as a model for Argumentative Writing.</p> <ul style="list-style-type: none"> • Quickly establishes claim: own bad decisions... • Plot details and quotes to support claim. • Conclusion restates. <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p>EQ Notes Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p> <p> EQ Notes</p>	
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(Section: 4 Days) 1 DAY	1 DAY	1 DAY	1 DAY	(Section: 3 Days) 1 DAY
SELECTION The Tragedy of Romeo and Juliet, Act I William Shakespeare SE pp 318, 296-303	SELECTION The Tragedy of Romeo and Juliet, Act I William Shakespeare SE pp 284-306, 318	SELECTION The Tragedy of Romeo and Juliet, Act I William Shakespeare SE pp 318-319	SELECTION The Tragedy of Romeo and Juliet, Act I William Shakespeare	SELECTION The Tragedy of Romeo and Juliet, Act II William Shakespeare SE pp 320-330
Florida's B.E.S.T. Spotlight Standard				
R.1.1- Explain how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap, p.34)</i>	R.1.1- Explain how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap, p.34)</i>	R.3.1: Explain how figurative language creates mood in text(s). <i>(Roadmap, p.58)</i> R.3.4: Explain an author's use of rhetoric in a text. <i>(Roadmap, p.64)</i>	EE.2.1: Read and comprehend grade-level complex texts proficiently.	R.1.1- Explain how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap, p.34)</i>

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EL Highlights

<p>PREPARE TO READ</p> <p>Concept Vocabulary Preview vocabulary words: mutiny; transgression; heretics</p> <p>ANALYZE AND INTERPRET</p> <p>Literary/Text Elements Dramatic Conventions Students examine dialogue and stage directions on page 318 prior to reading.</p> <ul style="list-style-type: none"> Define stage directions, aside, & dialogue. Establish that in plays these 2 elements develop the characters & setting. <p>Comprehension Strategy Drama- there are 25 roles in this play. The recommendation for reading Shakespeare is to perform the reading as a drama, assigning parts to maintain engagement in the readings.</p>	<p>ANALYZE AND INTERPRET</p> <p>Literary/Text Elements Dramatic Conventions Review the need to attend to dialogue & stage directions for character & plot development.</p> <p>READ Read the Selection Acts 2-5</p> <p>Literary/Text Elements Dramatic Conventions</p> <ul style="list-style-type: none"> See page 318 for practice dramatic conventions questions 1-3. <p> Exit Ticket: Dramatic Conventions</p>	<p>STUDY LANGUAGE AND CRAFT</p> <p>Author's Craft: Figurative Language and Rhetoric Students locate examples of oxymorons and antithesis.</p> <ul style="list-style-type: none"> Define oxymoron & antithesis using page 319 See practice questions #1-2 Focus on meaning and mood of each device. <p> Exit Ticket Literary Devices: Figurative Language and Rhetoric</p> <p>Reference B.E.S.T. Standards pages 176-177 for figurative language & rhetorical devices charts.</p>	<p>SMALL GROUP REMEDIATION & ASSESS</p> <p>Reteach skills whole group if exit ticket data averages below 67%.</p> <p> Reteach and Practice: Dramatic Conventions (RP)</p> <p> Reteach and Practice: Figurative Language and Rhetoric (RP)</p> <p>THEN</p> <p>ASSESSMENT</p> <p> Selection Test: The Tragedy of Romeo and Juliet, Act I</p>	<p>PREPARE TO READ</p> <p>Concept Vocabulary cunning; counterfeit; confidence</p> <p>Comprehension Strategy Generate Questions (pg. 320)</p> <p>READ Read the Selection Act 2 using previously established student roles.</p> <ul style="list-style-type: none"> After prologue pause to note natural rise and fall of voice as we read lines of poetry and define prosody (see teacher note on page 322) Paraphrase Act 2 based on the prologue. <p>Continue reading Scenes 1-6.</p> <p>Note: Scenes will be revisited in explicit standards-based instruction. Day 1 should be a</p>
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<p>READ Read the prologue and Scene 1.</p> <p>Close with a discussion on 2a on page 316- what is bothering Romeo.</p>				<p>big picture view of the story line.</p> <p>SHARE IDEAS</p> <p>Speaking and Listening Dramatic Reading Students deliver a dramatic reading of a selection of dialogue from the play.</p> <p> Exit Ticket: Dramatic Reading (Honors Extension)</p>
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1 DAY	1 DAY	(Section: 4 Days) 1 DAY	1 DAY	1 DAY
SELECTION The Tragedy of Romeo and Juliet, Act II William Shakespeare SE pp 322 & 342	SELECTION The Tragedy of Romeo and Juliet, Act II William Shakespeare	SELECTION The Tragedy of Romeo and Juliet, Act III William Shakespeare SE pp 344-365	SELECTION The Tragedy of Romeo and Juliet, Act III William Shakespeare SE pp 368	SELECTION The Tragedy of Romeo and Juliet, Act III William Shakespeare SE pp 344-365
Florida's B.E.S.T. Spotlight Standard				
R.1.1- Explain how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap, p.34)</i>	EE.2.1: Read and comprehend grade-level complex texts proficiently.	R.1.1- Explain how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap, p.34)</i>	R.1.1- Explain how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap, p.34)</i>	R.3.1: Explain how figurative language creates mood in text(s). <i>(Roadmap, p.58)</i>

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ANALYZE AND INTERPRET	ASSESS	PREPARE TO READ	ANALYZE AND INTERPRET	ANALYZE AND INTERPRET
<p>Review layers of meaning in text. This deeper look at the prosody relates to the style of the text (See Clarification 3 on page 104 of B.E.S.T. Standards)</p> <p>Literary/Text Elements Prosody Students compare blank verse and prose.</p> <ul style="list-style-type: none"> • Reexamine definition of prosody. • Define blank verse & iambic pentameter. • Guide student to mark the first 2 lines of scene 1 to note the iambic pentameter (see teacher note page 322). • Practice: students translate emphasized words to chart on page 342 then complete chart to determine how this style impacts the meaning of the text. 	<p> Selection Test: The Tragedy of Romeo and Juliet, Act II</p> <p>Recovery Day- students check FOCUS for missing work, low scores. The teacher may pull small groups.</p>	<p>Concept Vocabulary exile; banishment; pardon</p> <p>Comprehension Strategy Page 344- Chart the structure of a Shakespearean Drama. Relate this to a typical plot structure. Act 3 will be used to model crisis phase. Have students use this knowledge of structure to generate meaningful predictions to guide their reading today.</p> <p>READ Read the Selection Act 3, Scenes 1-5.</p> <p>Note: Scenes will be revisited in explicit standards-based instruction. Day 1 should be a big picture view of the story line.</p>	<p>Literary/Text Elements Dramatic Conventions Students examine more specialized dialogue such as soliloquy, aside, and monologue.</p> <ul style="list-style-type: none"> • Page 368 • Define soliloquy, aside, & monologue • Explain that each drives the plot, character motivations, and conveys deeper meanings. • Complete practice questions 1-4. <p> Exit Ticket: Dramatic Conventions</p> <p>Composition Character Study Students write a structured dual character study showing how one character in The Tragedy of Romeo and Juliet serves as a foil for another. (Honors Extension)</p>	<p>Revisit figurative language. Define wordplay & pun then recap list from Reference B.E.S.T. Standards page 177 (Note: Wordplay and pun are not specified but can still be analyzed in this reading).</p> <p>Have students work in groups and return to Act 3 to complete a close read examining the use of language to add meaning and mood to the text. Student prompts are in the margin of each page. Circulate to monitor understanding.</p> <ul style="list-style-type: none"> • <u>348, lines 90-101</u>: emotional effect of word play (“a scratch, a scratch” meiosis) as well as wordplay in contrast to curse • <u>351, lines 1-31</u>: effect on mood, tone, & characterization with



 Exit Ticket: Prosody			 Reteach and Practice: Dual Character Study (RP)	Juliet's description & personification of night <ul style="list-style-type: none"> • <u>362, lines 94-124</u>: effect of Juliet's double meanings & puns on plot • <u>367</u>: Practice questions 1-2
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Teachers can provide a summary of Act IV to students if running out of time.

1 DAY	(Section: 3 Days) 1 DAY	1 DAY	1 DAY	(Section: 4 Days) 1 DAY
SELECTION The Tragedy of Romeo and Juliet, Act III	The Tragedy of Romeo and Juliet, Act IV William Shakespeare SE pp 370-384	The Tragedy of Romeo and Juliet, Act IV William Shakespeare SE pp 370-384	The Tragedy of Romeo and Juliet, Act IV William Shakespeare	The Tragedy of Romeo and Juliet, Act V William Shakespeare SE pp 386-401
Florida's B.E.S.T. Spotlight Standard				
EE.2.1: Read and comprehend grade-level complex texts proficiently.	R.1.1- Explain how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap, p.34)</i> R.1.3: Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire. <i>(Roadmap, p.38)</i>	R.1.1- Explain how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap, p.34)</i> R.1.3: Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire. <i>(Roadmap, p.38)</i>	EE.2.1: Read and comprehend grade-level complex texts proficiently.	R.1.1: Explain how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap, p.34)</i>

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<p>ASSESS</p> <p> Selection Test: The Tragedy of Romeo and Juliet, Act III</p> <p>Recovery Day- students check FOCUS for missing work, low scores. The teacher may pull small groups.</p>	<p>PREPARE TO READ</p> <p>Review Concept Vocabulary lamentable; distressed; melancholy</p> <p>ANALYZE AND INTERPRET</p> <p>Literary/Text Elements Dramatic Conventions Students examine dramatic irony, comic relief, and puns.</p> <ul style="list-style-type: none"> • Page 384 • Define dramatic irony (use example Act 3, Scene 1, lines 65-69) <p>READ Read the Selection Act 4, Scene 1-2</p> <p>Practice- see page 384 #1, how is Juliet's encounter with Friar Lawrence an example of dramatic irony. (Note: Foreshadowing)</p>	<p>ANALYZE AND INTERPRET</p> <p>Literary/Text Elements Dramatic Conventions Students examine dramatic irony, comic relief, and puns.</p> <ul style="list-style-type: none"> • Page 384- review dramatic irony. • Define comic relief & pun. • As you read, have students look for examples of each. <p>READ Read the Selection Act 4, Scenes 3-5</p> <p>Complete chart #2 on page 384 as a class.</p> <p>Practice- have students complete #3-5.</p> <p> Exit Ticket: Dramatic Conventions</p> <p>Speaking and Listening</p>	<p>ASSESS</p> <p> Selection Test: The Tragedy of Romeo and Juliet, Act IV</p> <p>Recovery Day- students check FOCUS for missing work, low scores. The teacher may pull small groups.</p>	<p>PREPARE TO READ</p> <p>Preview Concept Vocabulary desperate; meager; misery; penury</p> <p>Comprehension Strategy Make Predictions</p> <ul style="list-style-type: none"> • Establish R&J as a text within the genre of tragedy. • Chart characteristics of a tragedy and have students make predictions for the final act based on these genre characteristics. <p>READ Read the Selection Act V, Scenes 1-3</p> <p>Note: Scenes will be revisited in explicit standards-based instruction. Day 1 should be a</p>
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		<p>Debate Students conduct a debate in response to this question: Is Juliet's drinking of the potion a brave act or a foolish act? (Honors Extension)</p> <p> Reteach and Practice: Debate (RP)</p>		<p>big picture view of the story line.</p>
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1 DAY	1 DAY	1 DAY	1 DAY	1 DAY
The Tragedy of Romeo and Juliet, Act V William Shakespeare SE pp 386-401	The Tragedy of Romeo and Juliet, Act V William Shakespeare SE pp 386-401	The Tragedy of Romeo and Juliet, Act V William Shakespeare	FLEX DAY	FLEX DAY
Florida's B.E.S.T. Spotlight Standard				
<u>R.1.1</u> : Explain how key elements enhance or add layers of meaning and/or style in a literary text. (Roadmap, p.34) <u>R.1.2</u> : Analyze universal themes and their development throughout a literary text. (Roadmap, p.36)	<u>C.3.1</u> : Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <u>R.3.4</u> : Explain an author's use of rhetoric in a text. (Roadmap, p.64)	<u>EE.2.1</u> : Read and comprehend grade-level complex texts proficiently.		

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<p>ANALYZE AND INTERPRET</p> <p>Literary/Text Elements Characterization, Plot, and Theme</p> <p>Students examine fate and tragic flaw.</p> <ul style="list-style-type: none"> Define fate & tragic flaw Examine how these 2 details can contribute to the development of themes. See practice questions 1-5 (page 401) <p> Exit Ticket: Characterization, Plot, and Theme</p>	<p>STUDY LANGUAGE AND CRAFT</p> <p>Conventions Parallel Structure</p> <p>Students look at examples of parallel and non-parallel structures.</p> <ul style="list-style-type: none"> Define parallel structure/parallelism referencing back to antithesis. See note that this is not only a grammatical rule, but also a rhetorical device. <p>Note: According to B.E.S.T. Standards page 197 this grammatical skill will be <i>mastered</i> in 10th grade.</p> <p> Exit Ticket: Parallel Structure</p>	<p>ASSESS</p> <p> Selection Test: The Tragedy of Romeo and Juliet, Act V</p> <p>Recovery Day- students check FOCUS for missing work, low scores. The teacher may pull small groups.</p>	<p>FAST PM 2 days will occur in January.</p> <p>These days serve as a spacer for those school-based days.</p>	<p>FAST PM 2 days will occur in January.</p> <p>These days serve as a spacer for those school-based days.</p>
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1 DAY	(Section: 2 Days) 1 DAY	1 DAY	(Section: 5 Days) 1 DAY	1 DAY
FLEX DAY	SELECTION Pyramus and Thisbe Ovid/Edith Hamilton SE pp 406-410	SELECTION Pyramus and Thisbe Ovid/ Edith Hamilton SE pp 411-413	SELECTION Romeo and Juliet Is a Terrible Play In Defense of Romeo and Juliet SE pp 426-437	SELECTION Romeo and Juliet Is a Terrible Play In Defense of Romeo and Juliet SE pp 438-439
Florida's B.E.S.T. Spotlight Standard				
	9.R.3.3: Compare and contrast the ways in which authors have adapted mythical, classical, or religious texts. <i>(Roadmap, p.62)</i>	9.R.3.3: Compare and contrast the ways in which authors have adapted mythical, classical, or religious texts. <i>(Roadmap, p.62)</i>	V.1.3- Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	R.2.4: Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims. <i>(Roadmap, p.52)</i> R.2.2: Evaluate the support an author uses to develop the central idea(s) throughout a text. <i>(Roadmap, p.48)</i>

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	<p>PREPARE TO READ</p> <p>Concept Vocabulary forbidden; steal; tryst</p> <p>Comprehension Strategy Make Connections- as you work to read text sets you should examine the way they are connected.</p> <p>Page 406- Chart standard expectations to define the 3 types of text and a note that we compare/contrast the:</p> <ul style="list-style-type: none"> • Themes • Characters • Plot elements • Writing style <p>READ Read the Selection</p> <p><u>After Reading:</u></p>	<p>ANALYZE AND INTERPRET</p> <p>TEST PRACTICE</p> <p>Multiple Choice Students answer questions about “The Tragedy of Romeo” and Juliet by William Shakespeare and “Pyramus and Thisbe” on page 412.</p> <p>Student discussion groups Students analyze, interpret, and compare by answering questions on page 413.</p> <p>Timed Writing Students write a comparison-and-contrast essay. (Honors Extension)</p>	<p>PREPARE TO READ</p> <p>Concept Vocabulary intrigued; credulity; indignation</p> <p>Teach students to use the context clues of synonyms, restatement of ideas, & contrast of ideas using the examples on page 430.</p> <p>Comprehension Strategy Synthesize Information</p> <p>READ Read the Selection</p> <p>BUILD INSIGHT Students answer questions 2 a-d on page 437 to ensure basic understanding of the text.</p>	<p>ANALYZE AND INTERPRET</p> <p>Literary/Text Elements Characteristics and Structures of Arguments Students examine effective use of claims.</p> <ul style="list-style-type: none"> • Chart the elements of effective criticism. • Have students complete the chart on page 439. • Lead a discussion on #2 comparing the arguments made. <p> Exit Ticket: Characteristics and Structures of Arguments</p>
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	Have students create a chart to compare the 4 elements of R&J to Pyramus & Thisbe.		Close with a discussion about clues used to determine the meaning of vocabulary words.	
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1 DAY	1 DAY	1 DAY	1 DAY	2 DAYS
SELECTION Romeo and Juliet Is a Terrible Play In Defense of Romeo and Juliet SE pp 440-441	SELECTION Romeo and Juliet Is a Terrible Play In Defense of Romeo and Juliet	SELECTION Romeo and Juliet Is a Terrible Play In Defense of Romeo and Juliet	RESILIENCY February- Perseverance	ASSESS Unit 3 Assessment
Florida's B.E.S.T. Spotlight Standard				
R.3.4- Explain an author's use of rhetoric in a text. <i>(Roadmap, p.64)</i> R.2.3: Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. <i>(Roadmap, p.50)</i>	V.1.2- Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.	EE.2.1: Read and comprehend grade-level complex texts proficiently.	HE.912.R.4.2: Generate and apply alternative solutions when solving problems or resolving conflicts. HE.912.R.2.7: Evaluate strategies that assist with managing challenges or setbacks.	EE.2.1- Read and comprehend grade-level complex texts proficiently.

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EL Highlights

<p>STUDY LANGUAGE AND CRAFT</p> <p>Author's Craft Rhetorical Devices and Logical Fallacies Students compare rhetorical devices and logical fallacies.</p> <ul style="list-style-type: none"> Use page 440 to define logical fallacy, rhetorical question, strong language, & generalization Practice questions 1-5. <p> Exit Ticket: Rhetorical Devices and Logical Fallacies</p> <p>Composition: Position Paper Students write a position paper in response to the works of literary criticism about Romeo and Juliet. (Honor's Extension)</p>	<p>SMALL GROUP REMEDIATION/WORD STUDY</p> <p> Reteach and Practice: Characteristics and Structures of Arguments (RP)</p> <p> Reteach and Practice: Rhetorical Devices and Logical Fallacies (RP)</p> <p style="text-align: center;">OR</p> <p>Word Study Latin Root: -cred-</p> <p> Exit Ticket: Latin Root: -cred-</p> <p> Word Study: Latin Root: -cred- (RP)</p>	<p>ASSESS</p> <p> Selection Test: Romeo and Juliet Is a Terrible Play • In Defense of Romeo and Juliet</p> <p>Recovery Day- students check FOCUS for missing work, low scores. The teacher may pull small groups.</p>	<p>RESILIENCY</p> <p>Perseverance</p> <ul style="list-style-type: none"> Generate a definition of perseverance with students. Provide students with quotes about perseverance from the Character Counts website (link here). Have students select one quote and discuss, write, or create a digital display explaining how this quote impacts their personal view of perseverance. 	<p>ASSESS</p> <p>Administer Part 1 of the Unit 2 Assessment</p> <p> Unit 3 Test</p> <p>Test will take 2 class periods.</p> <p>As students finish, they can reflect on unit goals.</p>
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SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

 Reteach and Practice: Position Paper (RP)				
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(Section: 5 Days) 1 DAY	1 DAY	1 DAY	2 DAYS	1 DAY
WRITING Expository Essays Writing Day 1	WRITING Expository Essays Writing Day 2	WRITING Expository Essays Writing Day 3	WRITING Expository Essays Writing Day 4	RESILIENCY March – Problem Solving
Florida’s B.E.S.T. Spotlight Standard				
C.1.4- Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.	C.1.4- Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.	C.1.4- Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.	C.1.4- Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.	HE.912.R.1: Demonstrate effective and respectful communication skills and strategies. HE.912.R.3: Analyze situations and demonstrate strategies to engage in respectful debates. HE.912.R.4: Generate and apply alternative solutions when solving problems or resolving conflict.

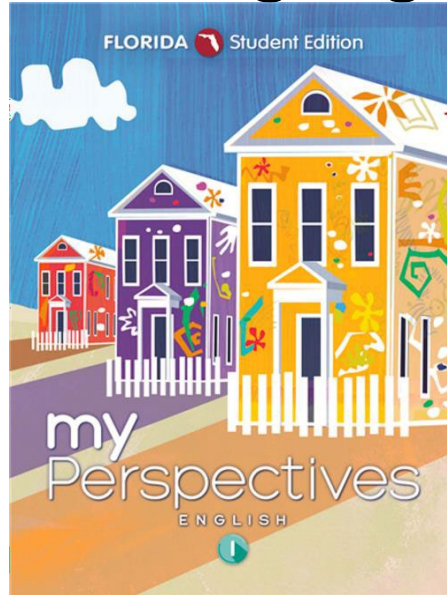


<p>WRITING</p> <p>The writing assessment window from the state will be March 31st to April 11. The district will set test dates within that window.</p> <p>Copy the prompt and articles from pages 6-11 Scoring Samplers are available at this link. You may also provide students with a digital copy found in PDF form in the resource folder.</p> <p>Review how to read and analyze writing prompts.</p> <ul style="list-style-type: none"> Know the prompt before reading. Identify the purpose and audience for your writing. Read the articles in search of information to use in your response. Plan your response. Write your response. Revise/edit your response. <p>Ask students to identify the purpose and audience in this text and then read the articles.</p> <ul style="list-style-type: none"> They will be using this reading to evaluate writing pieces to see what makes a quality essay. 	<p>WRITING</p> <p>View Expository Writing Rubric with students in order to understand what is important in our writing.</p> <ul style="list-style-type: none"> Note in the rubric that including a sufficient introduction AND conclusion is required to get a 3 or higher in "Purpose/Structure". Citing evidence from multiple sources is also required to get a 3 or higher in "Development". <p>Select multiple scoring samplers to provide to students and one level 7 to use as a model. Model Scoring Samplers are available at this link.</p> <ul style="list-style-type: none"> Note that the score is at the top of each section. <p>Set a color-coding system for writing if one is not already in place. Read the sample piece that you have selected and point out qualities that scorers looked at. The rationale for scoring is always the page or pages that follow the student essay.</p> <ul style="list-style-type: none"> <u>Yellow</u>- Introduction & conclusion <u>Blue</u>-Effective transitions 	<p>WRITING</p> <p>Split students into pairs or triads to work on evaluating writing and determine how the score was issued.</p> <p>Option 1:</p> <ul style="list-style-type: none"> Black out the scores that were given and ask students to highlight components of essay and decide a score on their own. Match that to the score given to see if they can match the state score. <p>Option 2:</p> <ul style="list-style-type: none"> Leave the scores that were given at the top and ask students to highlight components of essay to justify the score given. 	<p>WRITING</p> <p>Have students respond to the expository prompt on sleep and health.</p> <p>Students should use the scoring samplers as a guide for their writing.</p>	<p>RESILIENCY</p> <p>Problem Solving</p> <p>See character counts lesson: https://charactercounts.org/digital_classroom/problem-solving-skills/</p>
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	<ul style="list-style-type: none"> • <u>Green</u>-Integrated evidence or citations • <u>Pink</u>-Effective elaboration <p><u>Orange</u>- Counterclaim/rebuttal (argumentative only)</p>			
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***myPerspectives*[™] Florida English Language Arts**



SAVVAS
LEARNING COMPANY

**Quarter 4 Curriculum Map (SAVVAS Resources)
Grade 9 - Nassau County School District
2024-2025**

NOTES:

- See [BEST Standards](#) for additional text resources.
- See BEST Reading list for each grade level for supplemental materials.
- Also consider pulling any unused texts from SAVVAS units to reteach/remediate.

Unit 4 Overview

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

Unit Goals

Students will be able to:

- Read texts that explore different ways of thinking about survival and develop their own perspective.
- Understand and use academic vocabulary related to argumentative texts.
- Recognize and analyze elements of different genres, including fiction and poetry.
- Read a selection of choice independently and make meaningful connections to other texts and ideas.
- Write a focused, structured, and coherent argumentative essay in response to a thematic question.
- Complete Timed Writing tasks with confidence.
- Collaborate, listen actively, build on others' ideas, and communicate effectively.
- Prepare and deliver an effective multimedia presentation.

Add instructional lessons on resiliency lessons:

- April- Volunteerism/Mentorship
 - Giving or asking for support, guidance, training, or expertise.
 - **Standards:**
 - HE.912.R.3.1: Identify benefits of voting, volunteering, mentoring, and seeking leadership positions. Clarifications: Student government, clubs, volunteering in the community.
 - HE.912.R.3.2: Analyze ways a leader can inspire confidence and motivate others.
 - HE.912.R.3.3: Analyze situations and demonstrate strategies to engage in respectful debate. Clarifications: Group projects, class discussions.
 - **Lesson Idea:** <https://charactercounts.org/c6/>
- May- Critical Thinking
 - Gathering information to think through and determine the best choice.
 - **Standards:**
 - HE.912.R.4.1: Analyze the importance of character and grit to achieve successful outcomes.
 - HE.912.R.4.2: Generate and apply alternative solutions when solving problems or resolving conflicts.
 - HE.912.R.4.3: Describe ways to anticipate, avoid or de-escalate conflicts.
 - **Lesson Idea:** <https://charactercounts.org/critical-thinkers-and-creative-problem-solvers/>

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice



Audio



Video









Downloadable / Printable Document



Online Assessment



EL Highlights

1 DAY	1 DAY	1 DAY	1 DAY	1 DAY
SELECTION Revenge of the Geeks Alexandra Robbins SE pp 244-247	SELECTION Revenge of the Geeks Alexandra Robbins (Essential Lesson for rhetoric) SE pp 248-249	SELECTION Revenge of the Geeks Alexandra Robbins SE pp 250-251	SELECTION Revenge of the Geeks Alexandra Robbins SE pp 244-247	SELECTION Revenge of the Geeks Alexandra Robbins
Florida's B.E.S.T. Spotlight Standard				
V.1.3- Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	9.R.3.4: Explain an author's use of rhetoric in a text. (Roadmap, p. 50)	9.R.1.1: Explain how key elements enhance or add layers of meaning and/or style in a literary text. (Roadmap, p. 34)	9.R.3.4: Explain an author's use of rhetoric in a text. (Roadmap, p. 50) 9.R.1.1: Explain how key elements enhance or add layers of meaning and/or style in a literary text. (Roadmap, p. 34)	EE.2.1- Read and comprehend grade-level complex texts proficiently
PREPARE TO READ Concept Vocabulary marginalize; pariah; bigotry Comprehension Strategy Make Connections READ Read the Selection Pages: 245-247 BUILD INSIGHT Students answer questions using text evidence to support answers.	ANALYZE AND INTERPRET Concept Vocabulary Students complete activities related to the Concept Vocabulary words: marginalize; pariah; bigotry Literary/Text Elements Central Idea, Evidence, and Appeals Students examine claims, evidence, and rhetorical appeals (Pg. 249). Complete practice question 1-3 with a focus on #3.  Exit Ticket: Central Idea, Evidence, and Appeals	STUDY LANGUAGE AND CRAFT Word Study: Denotative, Connotative, and Figurative Meanings Students complete activities relating to Denotative, Connotative, and Figurative Meanings  Exit Ticket: Denotative, Connotative, and Figurative Meanings Speaking and Listening Digital Presentation Students create a digital presentation about the social environment of many American high schools and how it can be improved. (Honors extension)	SMALL GROUP REMEDIATION  Reteach and Practice: Sentence Effectiveness: Parallel Constructions (RP)  Reteach and Practice: Denotative, Connotative, and Figurative Meanings (RP)  Reteach and Practice: Central Idea, Evidence, and Appeals (RP)	ASSESS  Selection Test: Revenge of the Geeks Recovery Day- students check FOCUS for missing work, low scores. The teacher may pull small groups.

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice

	Word Network Students add new words to their Word Network as they read texts in the unit.	EQ Notes Students add thoughts and observations about the reading.		
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1- Reading Prose & Poetry			
The standards in this Domain comprise 25-35% of the F.A.S.T. Assessment			
Florida's B.E.S.T. Spotlight Standard			
ELA.9.R.1.1: Explain how key elements enhance or add layers of meaning and/or style in a literary text	ELA.9.R.1.2: Analyze universal themes and their development throughout a literary text.	ELA.9.R.1.3: Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.	ELA.9.R.1.4: Analyze the characters, structures, and themes of epic poetry
<p>SAMPLE TEXT LIBRARY</p> <p>These resources are available online and in the Curriculum Guide Resource Folder for Q4.</p> <p>Each text includes a student copy of the passage with a worksheet that is broken up by standard to guide instruction.</p> <ul style="list-style-type: none"> SAVVAS Sample Text Library: "Old Greek Stories" by James Baldwin <ul style="list-style-type: none"> See also R.1.2, R.2.1, R.2.2, R.2.3, R.3.3, & R.3.4 SAVVAS Sample Text Library: "The Aeneid" by Virgil <ul style="list-style-type: none"> See also R.1.2, R.1.4, R.2.1, R.2.2, R.2.3, R.3.4 SAVVAS Sample Text Library: "The Iliad" by Homer <ul style="list-style-type: none"> See also R.1.2, R.1.4, R.2.3, R.3.4 SAVVAS Sample Text Library: "Unbroken" by Laura Hillenbrand <ul style="list-style-type: none"> See also R.1.2 	<p>Texts in BLUE appear for the first time when moving left to right.</p> <p>SAMPLE TEXT LIBRARY</p> <p>These resources are available online and in the Curriculum Guide Resource Folder for Q4.</p> <p>Each text includes a student copy of the passage with a worksheet that is broken up by standard to guide instruction.</p> <ul style="list-style-type: none"> SAVVAS Sample Text Library: "Old Greek Stories" by James Baldwin <ul style="list-style-type: none"> See also R.1.1, R.2.1, R.2.2, R.2.3, R.3.3, & R.3.4 SAVVAS Sample Text Library: "The Aeneid" by Virgil <ul style="list-style-type: none"> See also R.1.4, R.2.1, R.2.2, R.2.3, R.3.4 SAVVAS Sample Text Library: "The Iliad" by Homer <ul style="list-style-type: none"> See also R.1.1, R.1.4, R.2.3, R.3.4 SAVVAS Sample Text Library: "Unbroken" by Laura Hillenbrand <ul style="list-style-type: none"> See also R.1.1 	<p>SAMPLE TEXT LIBRARY</p> <p>These resources are available online and in the Curriculum Guide Resource Folder for Q4.</p> <p>Each text includes a student copy of the passage with a worksheet that is broken up by standard to guide instruction.</p> <ul style="list-style-type: none"> SAVVAS Sample Text Library: "The Prince" by Nicolai Machiavelli <ul style="list-style-type: none"> See also R.1.2, R.2.2, R.2.3 <p>TEST PREP WORKBOOK PASSAGES</p> <p>These resources are available online and in the Test Prep Workbook.</p> <p>No passages available</p>	<p>SAMPLE TEXT LIBRARY</p> <p>These resources are available online and in the Curriculum Guide Resource Folder for Q4.</p> <p>Each text includes a student copy of the passage with a worksheet that is broken up by standard to guide instruction.</p> <ul style="list-style-type: none"> SAVVAS Sample Text Library: "The Aeneid" by Virgil <ul style="list-style-type: none"> See also R.1.1, R.1.2, R.2.1, R.2.2, R.2.3, R.3.4 SAVVAS Sample Text Library: "The Iliad" by Homer <ul style="list-style-type: none"> See also R.1.1, R.1.2, R.1.4, R.2.3, R.3.4 <p>TEST PREP WORKBOOK PASSAGES</p> <p>These resources are available online and in the Test Prep Workbook.</p> <ul style="list-style-type: none"> Test Prep Workbook: Reading Bank 5



<p>TEST PREP WORKBOOK PASSAGES</p> <p>These resources are available online and in the Test Prep Workbook.</p> <ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 1 <ul style="list-style-type: none"> ◦ See also R.2.1, R.2.3, V.1.3 • Test Prep Workbook: Reading Bank 3 <ul style="list-style-type: none"> ◦ See also R.1.2, R.2.1, R.2.2, R.2.3, V.1.3 • Test Prep Workbook: Reading Bank 6 <ul style="list-style-type: none"> ◦ See also R.2.2, R.2.3, V.1.2, V.1.3 • Test Prep Workbook: Reading Bank 7 <ul style="list-style-type: none"> ◦ See also R.2.2, R.2.3, R.2.4, V.1.2 • Test Prep Workbook: Reading Bank 8 <ul style="list-style-type: none"> ◦ See also R.1.2, R.3.1, V.1.3 • Test Prep Workbook: Reading Bank 9 <ul style="list-style-type: none"> ◦ See also R.2.2, R.2.3, V.1.3 • Test Prep Workbook: Reading Bank 10 <ul style="list-style-type: none"> ◦ See also R.1.2, R.1.4, R.3.3, V.1.2, V.1.3 	<ul style="list-style-type: none"> • SAVVAS Sample Text Library: "The Lincoln-Douglas Debates, 1st Debate" • SAVVAS Sample Text Library: "The Prince" by Nicolai Machiavelli <ul style="list-style-type: none"> ◦ See also R.1.3, R.2.2, R.2.3 <p>TEST PREP WORKBOOK PASSAGES</p> <p>These resources are available online and in the Test Prep Workbook.</p> <ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 3 <ul style="list-style-type: none"> ◦ See also R.1.1, R.2.1, R.2.2, R.2.3, V.1.3 • Test Prep Workbook: Reading Bank 5 <ul style="list-style-type: none"> ◦ See also R.1.4, R.2.3, R.2.4, R.3.3, V.1.3 • Test Prep Workbook: Reading Bank 8 <ul style="list-style-type: none"> ◦ See also R.1.1, R.3.1, V.1.3 • Test Prep Workbook: Reading Bank 10 <ul style="list-style-type: none"> ◦ See also R.1.1, R.1.4, R.3.3, V.1.2, V.1.3 		<ul style="list-style-type: none"> ◦ See also R.1.2, R.2.3, R.2.4, R.3.3, V.1.3 • Test Prep Workbook: Reading Bank 10 <ul style="list-style-type: none"> ◦ See also R.1.1, R.1.2, R.3.3, V.1.2, V.1.3
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2- Reading Informational Text			
The standards in this Domain comprise 25-35% of the F.A.S.T. Assessment			
Florida's B.E.S.T. Spotlight Standard			
ELA.9.R.2.1: Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.	ELA.9.R.2.2: Evaluate the support an author uses to develop the central idea(s) throughout a text	ELA.9.R.2.3: Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.	ELA.9.R.2.4: Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.
<p>SAMPLE TEXT LIBRARY</p> <p>These resources are available online and in the Curriculum Guide Resource Folder for Q4.</p> <p>Each text includes a student copy of the passage with a worksheet that is broken up by standard to guide instruction.</p> <ul style="list-style-type: none"> • SAVVAS Sample Text Library: "Nobel Prize Acceptance Speech 1950" by William Faulkner <ul style="list-style-type: none"> ◦ See also R.2.2 • SAVVAS Sample Text Library: "The Talented Tenth" by W.E.B. DuBois <ul style="list-style-type: none"> ◦ See also R.2.2, R.2.4 • SAVVAS Sample Text Library: "Old Greek Stories" by James Baldwin <ul style="list-style-type: none"> ◦ See R.1.1, R.1.2, R.2.2, R.2.3, R.3.3, & R.3.4 • SAVVAS Sample Text Library: "The Aeneid" by Virgil <ul style="list-style-type: none"> ◦ See R.1.1, R.1.2, R.1.4, R.2.2, R.2.3, R.3.4 <p>TEST PREP WORKBOOK PASSAGES</p>	<p>Texts in BLUE appear for the first time when moving left to right.</p> <p>SAMPLE TEXT LIBRARY</p> <p>These resources are available online and in the Curriculum Guide Resource Folder for Q4.</p> <p>Each text includes a student copy of the passage with a worksheet that is broken up by standard to guide instruction.</p> <ul style="list-style-type: none"> • SAVVAS Sample Text Library: "Industrial Education for the Negro" by Booker T. Washington <ul style="list-style-type: none"> ◦ See R.2.3 • SAVVAS Sample Text Library: "Nobel Prize Acceptance Speech 1950" by William Faulkner <ul style="list-style-type: none"> ◦ See also R.2.1 • SAVVAS Sample Text Library: "The Talented Tenth" by W.E.B. DuBois <ul style="list-style-type: none"> ◦ See also R.2.1, R.2.4 • SAVVAS Sample Text Library: "Old Greek Stories" by James Baldwin <ul style="list-style-type: none"> ◦ See R.1.1, R.1.2, R.2.1, R.2.3, R.3.3, & R.3.4 	<p>Texts in BLUE appear for the first time when moving left to right.</p> <p>SAMPLE TEXT LIBRARY</p> <p>These resources are available online and in the Curriculum Guide Resource Folder for Q4.</p> <p>Each text includes a student copy of the passage with a worksheet that is broken up by standard to guide instruction.</p> <ul style="list-style-type: none"> • SAVVAS Sample Text Library: "Industrial Education for the Negro" by Booker T. Washington <ul style="list-style-type: none"> ◦ See R.2.2 • SAVVAS Sample Text Library: "Old Greek Stories" by James Baldwin <ul style="list-style-type: none"> ◦ See R.1.1, R.1.2, R.2.1, R.2.2, R.3.3, & R.3.4 • SAVVAS Sample Text Library: "The Aeneid" by Virgil <ul style="list-style-type: none"> ◦ See R.1.1, R.1.2, R.1.4, R.2.1, R.2.2, R.3.4 	<p>Texts in BLUE appear for the first time when moving left to right.</p> <p>SAMPLE TEXT LIBRARY</p> <p>These resources are available online and in the Curriculum Guide Resource Folder for Q4.</p> <p>Each text includes a student copy of the passage with a worksheet that is broken up by standard to guide instruction.</p> <ul style="list-style-type: none"> • SAVVAS Sample Text Library: "The Talented Tenth" by W.E.B. DuBois <ul style="list-style-type: none"> ◦ See also R.2.1, R.2.2 <p>TEST PREP WORKBOOK PASSAGES</p> <p>These resources are available online and in the Test Prep Workbook.</p> <p>Texts in GREEN also appear in Reading Poetry & Prose section.</p>



<p>These resources are available online and in the Test Prep Workbook.</p> <p>Texts in GREEN also appear in Reading Poetry & Prose section.</p> <ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 1 <ul style="list-style-type: none"> ◦ See also R.1.1, R.2.3, V.1.3 • Test Prep Workbook: Reading Bank 3 <ul style="list-style-type: none"> ◦ See also R.1.1, R.1.2, R.2.2, R.2.3, V.1.3 • Test Prep Workbook: Reading Bank 4 <ul style="list-style-type: none"> ◦ See also R.2.2, R.2.3, V.1.3 • Test Prep Workbook: Reading Bank 12 <ul style="list-style-type: none"> ◦ See also R.2.2, R.3.4, V.1.3 • Test Prep Workbook: Reading Bank 13 <ul style="list-style-type: none"> ◦ See also R.2.2, R.2.3, V.1.3 	<ul style="list-style-type: none"> • SAVVAS Sample Text Library: "The Aeneid" by Virgil <ul style="list-style-type: none"> ◦ See R.1.1, R.1.2, R.1.4, R.2.1, R.2.3, R.3.4 • SAVVAS Sample Text Library: "The Prince" by Nicolai Machiavelli <ul style="list-style-type: none"> ◦ See also R.1.2, R.1.3, R.2.3 <p>TEST PREP WORKBOOK PASSAGES</p> <p>These resources are available online and in the Test Prep Workbook.</p> <p>Texts in GREEN also appear in Reading Poetry & Prose section.</p> <ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 2 <ul style="list-style-type: none"> ◦ See also R.2.3, R.3.4, V.1.3 • Test Prep Workbook: Reading Bank 3 <ul style="list-style-type: none"> ◦ See also R.1.1, R.1.2, R.2.1, R.2.3, V.1.3 • Test Prep Workbook: Reading Bank 4 <ul style="list-style-type: none"> ◦ See also R.2.1, R.2.3, V.1.3 • Test Prep Workbook: Reading Bank 6 <ul style="list-style-type: none"> ◦ See also R.1.1, R.2.3, V.1.2, V.1.3 • Test Prep Workbook: Reading Bank 7 <ul style="list-style-type: none"> ◦ See also R.1.1, R.2.3, R.2.4, V.1.2 • Test Prep Workbook: Reading Bank 9 <ul style="list-style-type: none"> ◦ See also R.1.1, R.2.3, V.1.3 	<ul style="list-style-type: none"> • SAVVAS Sample Text Library: "The Prince" by Nicolai Machiavelli <ul style="list-style-type: none"> ◦ See also R.1.2, R.1.3, R.2.2 • SAVVAS Sample Text Library: "The Iliad" by Homer <ul style="list-style-type: none"> ◦ See also R.1.1, R.1.2, R.1.4, R.3.4 <p>TEST PREP WORKBOOK PASSAGES</p> <p>These resources are available online and in the Test Prep Workbook.</p> <p>Texts in GREEN also appear in Reading Poetry & Prose section.</p> <ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 1 <ul style="list-style-type: none"> ◦ See also R.1.1, R.2.3, V.1.3 • Test Prep Workbook: Reading Bank 2 <ul style="list-style-type: none"> ◦ See also R.2.3, R.3.4, V.1.3 • Test Prep Workbook: Reading Bank 3 <ul style="list-style-type: none"> ◦ See also R.1.1, R.1.2, R.2.1, R.2.3, V.1.3 • Test Prep Workbook: Reading Bank 4 <ul style="list-style-type: none"> ◦ See also R.2.1, R.2.3, V.1.3 • Test Prep Workbook: Reading Bank 5 <ul style="list-style-type: none"> ◦ See also R.1.2, R.2.3, R.2.4, R.3.3, V.1.3 • Test Prep Workbook: Reading Bank 6 <ul style="list-style-type: none"> ◦ See also R.1.1, R.2.3, V.1.2, V.1.3 	<ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 5 <ul style="list-style-type: none"> ◦ See also R.1.2, R.1.4, R.2.3, R.3.3, V.1.3 • Test Prep Workbook: Reading Bank 7 <ul style="list-style-type: none"> ◦ See also R.1.1, R.2.2, R.2.3, V.1.2
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	<ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 11 <ul style="list-style-type: none"> ◦ See also R.1.1, R.2.3, V.1.3 • Test Prep Workbook: Reading Bank 12 <ul style="list-style-type: none"> ◦ See also R.2.1, R.3.4, V.1.3 • Test Prep Workbook: Reading Bank 13 <ul style="list-style-type: none"> ◦ See also R.2.1, R.2.3, V.1.3 	<ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 7 <ul style="list-style-type: none"> ◦ See also R.1.1, R.2.3, R.2.4, V.1.2 • Test Prep Workbook: Reading Bank 9 <ul style="list-style-type: none"> ◦ See also R.1.1, R.2.2, V.1.3 • Test Prep Workbook: Reading Bank 11 <ul style="list-style-type: none"> ◦ See also R.1.1, R.2.2, V.1.3 • Test Prep Workbook: Reading Bank 13 <ul style="list-style-type: none"> ◦ See also R.2.1, R.2.2, V.1.3 	
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3- Reading Across Genres & Vocabulary				
The standards in this Domain comprise 35-50% of the F.A.S.T. Assessment				
Florida's B.E.S.T. Spotlight Standard				
ELA.9.R.3.1: Explain how figurative language creates mood in text(s).	ELA.9.R.3.3: Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.	ELA.9.R.3.4: Explain an author's use of rhetoric in a text.	ELA.9.V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.	ELA.9.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.
All texts in this section, except Reading Bank 11 (R.3.4 & V.1.2) have been used for standards in Domains 1 and/or 2.				
SAMPLE TEXT LIBRARY These resources are available online and in the Curriculum Guide Resource Folder for Q4. Each text includes a student copy of the passage with a worksheet that is broken up by standard to guide instruction. No Selections Available TEST PREP WORKBOOK PASSAGES These resources are available online and in the Test Prep Workbook. <ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 8 	SAMPLE TEXT LIBRARY These resources are available online and in the Curriculum Guide Resource Folder for Q4. Each text includes a student copy of the passage with a worksheet that is broken up by standard to guide instruction. Texts in GREEN also appear in Reading Poetry & Prose section. <ul style="list-style-type: none"> • SAVVAS Sample Text Library: "Old Greek Stories" by James Baldwin <ul style="list-style-type: none"> ◦ See R.1.1, R.1.2, R.2.1, R.2.2, R.2.3 & R.3.4 	SAMPLE TEXT LIBRARY These resources are available online and in the Curriculum Guide Resource Folder for Q4. Each text includes a student copy of the passage with a worksheet that is broken up by standard to guide instruction. Texts in GREEN also appear in Reading Poetry & Prose section. <ul style="list-style-type: none"> • SAVVAS Sample Text Library: "Old Greek Stories" by James Baldwin 	SAMPLE TEXT LIBRARY No texts available. TEST PREP WORKBOOK PASSAGES These resources are available online and in the Test Prep Workbook. <ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 6 <ul style="list-style-type: none"> ◦ See also R.1.1, R.2.2, R.2.3, V.1.3 • Test Prep Workbook: Reading Bank 7 <ul style="list-style-type: none"> ◦ See also R.1.1, R.2.2, R.2.3, R.2.4 • Test Prep Workbook: Reading Bank 10 <ul style="list-style-type: none"> ◦ See also R.1.1, R.1.2, R.1.4, R.3.3, V.1.3 	SAMPLE TEXT LIBRARY No texts available. TEST PREP WORKBOOK PASSAGES These resources are available online and in the Test Prep Workbook. <ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 1 <ul style="list-style-type: none"> ◦ See also R.1.1, R.2.1, R.2.3 • Test Prep Workbook: Reading Bank 2 <ul style="list-style-type: none"> ◦ See also R.2.2, R.2.3, R.3.4 • Test Prep Workbook: Reading Bank 3 <ul style="list-style-type: none"> ◦ See also R.1.1, R.1.2, R.2.1, R.2.2, R.2.3



<ul style="list-style-type: none"> ○ See also R.1.1, R.1.2, V.1.3 	<p>TEST PREP WORKBOOK PASSAGES</p> <p>These resources are available online and in the Test Prep Workbook.</p> <ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 5 <ul style="list-style-type: none"> ○ See also R.1.2, R.1.4, R.2.3, R.2.4, & V.1.3 • Test Prep Workbook: Reading Bank 10 <ul style="list-style-type: none"> ○ See also R.1.1, R.1.2, R.1.4, V.1.2, V.1.3 	<ul style="list-style-type: none"> ○ See R.1.1, R.1.2, R.2.1, R.2.2, R.2.3 & R.3.3 • SAVVAS Sample Text Library: "The Aeneid" by Virgil <ul style="list-style-type: none"> ○ See R.1.1, R.1.2, R.1.4, R.2.1, R.2.2, R.2.3 • SAVVAS Sample Text Library: "The Iliad" by Homer <ul style="list-style-type: none"> ○ See also R.1.1, R.1.2, R.1.4, R.2.3 <p>TEST PREP WORKBOOK PASSAGES</p> <p>These resources are available online and in the Test Prep Workbook.</p> <ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 2 <ul style="list-style-type: none"> ○ See also R.2.2, R.2.3, V.1.3 • Test Prep Workbook: Reading Bank 12 <ul style="list-style-type: none"> ○ R.2.1, R.2.2, V.1.3 		<ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 4 <ul style="list-style-type: none"> ○ See also R.2.1, R.2.2, R.2.3 • Test Prep Workbook: Reading Bank 5 <ul style="list-style-type: none"> ○ See also R.1.2, R.1.4, R.2.3, R.2.4, R.3.3 • Test Prep Workbook: Reading Bank 6 <ul style="list-style-type: none"> ○ See also R.1.1, R.2.2, R.2.3, V.1.2 • Test Prep Workbook: Reading Bank 8 <ul style="list-style-type: none"> ○ See also R.1.1, R.1.2, R.3.1, V.1.2 • Test Prep Workbook: Reading Bank 9 <ul style="list-style-type: none"> ○ See also R.1.1, R.2.2, R.2.3 • Test Prep Workbook: Reading Bank 10 <ul style="list-style-type: none"> ○ See also R.1.1, R.1.2, R.1.4, R.3.3, V.1.2 • Test Prep Workbook: Reading Bank 11 <ul style="list-style-type: none"> ○ See also R.2.2, R.2.3 • Test Prep Workbook: Reading Bank 12 <ul style="list-style-type: none"> ○ See also R.2.1, R.2.2, R.3.4 • Test Prep Workbook: Reading Bank 13 <ul style="list-style-type: none"> ○ See also R.2.1, R.2.2, R.2.3
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