**ARC Week at Glance**

**Topic:** Unit 5: Cost of Freedom **Course:** 9th Literature **Grade:** 9th  **Dates: 02/03-02/07**

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|  | **Learning Target**  **(I am learning about…)** | **Criteria for Success**  **(I can…)** | **Activation/ Instruction** | **Collaboration/ Guided Practice** | **Independent Learning/ Assessment** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* | | |
| **Monday** | I am learning about unsung heroes of Black history. | I can brainstorm potential unsung Black heroes and begin initial research with my team. | Discuss the concept of "unsung heroes." What qualities make someone a hero? Why might some heroes be overlooked in history books? Show examples of well-known and lesser-known Black figures. | **Brainstorming (20 minutes):** As a class, brainstorm potential individuals or fields where unsung heroes might be found (e.g., scientists, artists, activists, local figures). Encourage students to think beyond the most famous names. | Team Formation (5 minutes): Divide students into groups of 3-4. Allow them to choose their team or assign teams randomly.  Initial Research (20 minutes): Each team selects a focus area or a specific individual they want to research. Begin preliminary research using provided resources or online access. Focus on finding basic information about the person's life and accomplishments. |
| **Tuesday** | I am learning about how to conduct in-depth research on my chosen hero and organize my findings using effective note-taking strategies. | I can find and record at least five key facts about my hero's life, contributions, and challenges, and organize my notes | Research Strategies (15 minutes): Briefly review effective research strategies, including keyword searching, source evaluation, and note-taking techniques. Provide examples of reliable websites and databases. | Guided Research: Teams work together to gather detailed information about their chosen hero. Encourage them to look for:  Biographical information (birth, childhood, education)  Major accomplishments and contributions  Challenges faced and overcome  Impact on their community or the world  Interesting or unique facts | Teams organize their research notes, focusing on key information they want to include on their poster. |
| **Wednesday** | I am learning about how to design an informative poster that highlights the achievements of my unsung hero. | I can create a poster that includes accurate information about my unsung hero. | Teams brainstorm visual elements for their posters, including layout, images, and text. Discuss ways to make the poster visually appealing and informative. | Teams create their posters. Encourage them to use a variety of materials and be creative in their presentation. Key elements to include:  Name of the hero  A compelling image of the hero (drawn, printed, or cut from magazines)  A brief summary of their life and accomplishments  Key quotes or impactful statements (optional)  Visual elements that reflect the hero's contributions |  |
| **Thursday** | I am learning about how to keep myself safe. | I can use the strategies and resources provided by guidance in my relationships and life. | Guidance Visit | Safe Teen Discussion |  |
| **Friday** | I am learning about how to be confident and share my findings. | I can confidently present my team's research to the class and reflect on the importance of recognizing unsung heroes. | Go over rubric for presentations | Each team presents their poster to the class, sharing what they learned about their chosen hero. | Evaluate presentations based on content, clarity, and engagement. |

**ARC Week at Glance**

**Topic:** Unit 5: Cost of Freedom **Course:** 9th Literature **Grade:** 9th  **Dates: 01/2**

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|  | **Learning Target**  **(I am learning about…)** | **Criteria for Success**  **(I can…)** | **Activation/ Instruction** | **Collaboration/ Guided Practice** | **Independent Learning/ Assessment** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* | | |
| **Monday** | No School: MLK | No School: MLK | No School: MLK | No School: MLK |  |
| **Tuesday**  Substitute: Pasquale | I am learning about literary forms. | I can identify literary forms used in “I Have a Dream”. | Sub will introduce assignment for the day. | Students will study Martin Luther King Jr.'s "I Have a Dream" speech and discuss the rhetorical influences on King's speech, the oratorical devices that King used in delivering his speech and how a speech is similar to/different from other literary forms. | Turn in Questions at the end of class into Canvas! |
| **Wednesday**  Substitute: Pasquale | I am learning to analyze an informational text. | I can use textual evidence to support my analysis of an informational text. | Sub will introduce assignment for the day. | Read: The Gettysburg Address  Compare the style to “I Have a Dream”  All work is in Canvas. | Turn in comparisons by end of class. |
| **Thursday**  Substitute: Pasquale | I am learning about rhetorical devices. | I can analyze how rhetorical devices are used in “I Have a Dream”. | Sub will introduce assignment for the day. | Complete Analyze the Text in textbook on I Have a Dream (page 474) | Rip out and turn into turn it in box at the end of class. |
| **Friday** | I am learning about historical figures. | I can define historical figures and write about their lives. | Review all sub work / student check in | Hidden Figures Introduction |  |

\*\*Key: literacy tasks, major grades minor grades.

**ARC Week at Glance**

**Topic:** Unit 4: Love and Loss **Course:** 9th Literature **Grade:** 9th  **Dates: 01/13-01/17**

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|  | **Learning Target**  **(I am learning about…)** | **Criteria for Success**  **(I can…)** | **Activation/ Instruction** | **Collaboration/ Guided Practice** | **Independent Learning/ Assessment** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* | | |
| **Monday** | I am learning to summarize information and present it. | I can summarize information and present it as an informational text. | Overview of Romeo and Juliet’s Love Story | Creating a “Healthy Relationship” Pamphlet for Romeo and Juliet | Pamphlet |
| **Tuesday** | I am learning about the cost of freedom. | I can define what freedom looks like to me. | Unit 5 Opener | Spark Your Learning | Freedom Working Definition |
| **Wednesday**  Substitute: Pasquale | I am learning about the cost of freedom. | I am learning to synthesize information and define freedom. | Sub will introduce assignment for the day. | Project: Voices of Freedom in Canvas |  |
| **Thursday**  Substitute: Pasquale | I am learning about the cost of freedom. | I am learning to synthesize information and define freedom. | Sub will introduce assignment for the day. | Project: Voices of Freedom in Canvas | Project due on 1/17 |
| **Friday**  Substitute: Pasquale | I am learning about the cost of freedom. | I am learning to synthesize information and define freedom. | Sub will introduce assignment for the day. | **Write a short reflection (individually):**   * + What did you learn about this freedom struggle?   + What were the biggest challenges you faced during this project?   + What did you enjoy most about this project?   + How does this history connect to the world today? | Reflection |

\*\*Key: literacy tasks, major grades minor grades.

**ARC Week at Glance**

**Topic:** Unit 4: Love and Loss **Course:** 9th Literature **Grade:** 9th  **Dates: 01/06-01/10**

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|  | **Learning Target**  **(I am learning about…)** | **Criteria for Success**  **(I can…)** | **Activation/ Instruction** | **Collaboration/ Guided Practice** | **Independent Learning/ Assessment** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* | | |
| **Monday** | I am learning how to deconstruct arguments. | I can break down complex arguments into their constituent parts, identifying the main claim, supporting evidence, and reasoning. | Bell ringer: Many believe that love, while beautiful, is inherently burdened by the risk of loss and the potential for heartbreak. Do you agree with this perspective? Consider the role of love in your own life and the lives of those around you. How does the potential for tragedy and loss influence your understanding of love? | Whole Class: Read pages 420-422, Annotate for Author’s Argument | Annotations / Reading Aloud |
| **Tuesday** | I am learning about how to analyze evidence | I can assess the credibility, relevance, and sufficiency of the evidence used to support an argument. | Review of Reading / Who was Romeo and Juliet | Read: 424-426, Analyze the Text pg. 428 |  |
| **Wednesday** | I am learning to compare arguments. | I can analyze and compare the strengths and weaknesses of multiple arguments on the same topic. | What are the different parts of an argument? | Whole Class: Compare The Arguments of Story A and Story B | Graphic Organizer |
| **Thursday** | I am learning to summarize information and present it. | I can summarize information and present it as an informational text. | Overview of Romeo and Juliet’s Love Story | Creating a “Healthy Relationship” Pamphlet for Romeo and Juliet | Pamphlet |
| **Friday** | I am learning about the cost of freedom. | I can define what freedom looks like to me. | Unit 5 Opener | Spark Your Learning | Freedom Working Definition |

\*\*Key: literacy tasks, major grades minor grades.

**ARC Week at Glance**

**Topic:** Unit 2: Breaking Through Barriers **Course:** 9th Literature **Grade:** 9th  **Dates: 12/2-12/6**

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|  | **Learning Target**  **(I am learning about…)** | **Criteria for Success**  **(I can…)** | **Activation/ Instruction** | **Collaboration/ Guided Practice** | **Independent Learning/ Assessment** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* | | |
| **Monday** | I am learning how to express myself creatively through art. |  I can use colors and patterns to represent my personality.   I can write a short reflection about my artwork. | * Briefly discuss the concept of self-expression and how art can be a powerful tool to convey thoughts and feelings. * Explain that today, they will be coloring an Air Jordan in a way that represents their personality, interests, and experiences. |  Distribute the Air Jordan coloring sheets and art supplies.   Encourage students to use colors and designs that reflect their unique identity. | After students have finished coloring, they will write a short reflection under their shoe about the following:   * What colors and designs did they choose? * Why did they choose those particular colors and designs? * How do these choices represent their personality or experiences? |
| **Tuesday** | I am learning about the different components of a personal narrative. |  I can brainstorm ideas for my personal narrative. | **Review Self-Reflection:**   * Briefly review the self-reflection activity from the previous day. * Discuss how personal experiences can be transformed into stories. | * Guide students through a brainstorming session to generate ideas for their personal narrative. * Encourage them to focus on a specific personal experience that is meaningful to them. | **Outline of Personal Narrative (Handout)** |
| **Wednesday** | I am learning how to write a personal narrative. |  I can write a draft of my personal narrative.   I can use vivid language and details in my writing. | Overview of Personal Narrative Requirements |  Have students begin drafting their one-page personal narrative.   Remind them to use vivid language, sensory details, and strong verbs to create a vivid picture for the reader. |  |
| **Thursday** | I am learning how to write a personal narrative. |  I can write a draft of my personal narrative.   I can use vivid language and details in my writing. | Review expectations for writing time | Whole Class: Writing Time |  |
| **Friday** | I am learning how to provide and receive constructive feedback. |  I can identify strengths and weaknesses in my peer's writing.   I can provide specific feedback to improve my peer's writing.   I can reflect on the feedback I received and make revisions to my own writing. |  **Peer Editing:**   * Divide students into pairs or small groups. * Distribute the peer editing guidelines, which should include criteria for evaluating content, organization, style, and mechanics. * Have students exchange drafts and provide constructive feedback to their peers. | **Reflection:**   * After the peer editing session, students will write a short reflection on the following:   + What did they learn from the peer editing process?   + How did the feedback from their peers help them improve their writing?   + What changes will they make to their draft based on the feedback they received? | Turn in Personal Narrative into Canvas by 11:59 PM |

\*\*Key: literacy tasks, major grades minor grades.

**ARC Week at Glance**

**Topic:** Unit 2: Breaking Through Barriers **Course:** 9th Literature **Grade:** 9th  **Dates: 11/18-22**

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|  | **Learning Target**  **(I am learning about…)** | **Criteria for Success**  **(I can…)** | **Activation/ Instruction** | **Collaboration/ Guided Practice** | **Independent Learning/ Assessment** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* | | |
| **Monday** | I am learning how to research and understand the historical context of child soldiers in Sierra Leone. | * I can identify the key events and dates of the Sierra Leone Civil War. * I can explain the reasons why children were recruited to become soldiers. * I can describe the harsh conditions and experiences of child soldiers. | **Quick Write:** Spend 5 minutes writing a short recap or poem about a time when you felt like an outsider or had to adapt to a new situation. Maybe it was moving to a new school, joining a new club, or starting a new hobby. | Research Guidelines  1. Background on Sierra Leone  Before diving into the topic of child soldiers, it's important to understand the context:  - Sierra Leone is a country in West Africa  - It gained independence from Britain in 1961  - A civil war lasted from 1991 to 2002  2. Focus on Child Soldiers  As you research, pay special attention to:  - How children became involved in the conflict  - The age range of child soldiers  - The roles they played in the war  - The conditions they faced  3. Taking Notes  While researching, keep track of:  - Key dates and events  - Important figures involved  - Statistics about child soldiers  - Personal stories (if available)  Discussion Questions  After completing your research, discuss these questions with a partner:  1. Why did the use of child soldiers become widespread in Sierra Leone?  2. What were the daily lives of child soldiers like?  3. How did the war impact civilians in Sierra Leone?  4. What lessons can we learn from this period in history? | Before you read Ishmael Beah's personal essay, think about how his experiences as a child soldier might affect his ability to adapt to American culture. Consider the following questions:   * What challenges might he face in school and in social situations? * How might his past experiences both help and hinder him? |
| **Tuesday** | I am learning how to analyze the use of literary devices, such as oxymorons, to understand the deeper meaning of a text. | * I can define the term "oxymoron." * I can identify oxymorons in a given text. * I can explain the effect of oxymorons on the meaning and tone of a text. * I can generate examples of oxymorons. | With a partner, discuss the title of the selection. What does each word mean? Why do you think the author put them together? Can you think of other oxymorons—words used together in a phrase that contradict each other? | * Read paragraphs 1–46, pp. 115–119 * Notice & Note Signpost: Memory Moment, SE/TE p. 116 * Connect to the Essential Question, p. 118 | **Annotations/margin questions** |
| **Wednesday** | I am learning to identify and analyze the tone and voice of an author. | * I can define tone and voice. * I can identify the tone and voice in a text. * I can explain how the author's tone and voice contribute to the overall meaning and effect of the text. | Analyzing Tone and Voice Review | Read paragraphs 47–95, pp. 119–123  Notice & Note Signpost: Again and Again, p. 119 | **Annotations/margin questions** |
| **Thursday** | I am learning to identify and analyze the tone and voice of an author. | * I can define tone and voice. * I can identify the tone and voice in a text. * I can explain how the author's tone and voice contribute to the overall meaning and effect of the text. | Which vocabulary words do you feel comfortable using when speaking or writing?  rehabilitation  counterparts  stereotype  naïve  Use as many vocabulary words as you can in a paragraph about playing a competitive game. | * Read, pp.124-125 * Respond, pp. 126–127 | **Annotations/margin questions** |
| **Friday** | I am learning to create a social media profile that reflects a real person's identity and values. | * I can identify key details about Ishmael Beah's life and experiences. * I can create a social media profile that is consistent with Beah's personality and beliefs. | Go over criteria for Facebook Social Media Profile  Read Background of author as a class. | Review the Background paragraph from the Get Ready page (see below). Consider what you know about the author, Ishmael Beah, and his purpose for writing “Unusual Normality.” Create a social media profile for him, including personal information and posts that raise social awareness or call others to action.  Background  Ishmael Beah (b. 1980) began to write about his experiences as a way of dealing with being forced to be a child soldier in Sierra Leone in Africa. After his family was killed when he was just 12 years old, Beah was threatened with death if he didn’t fight with a rebel group that was trying to overthrow the country. An American working for UNICEF brought him to the United States. Today, he is a lawyer, an author, and a UN Goodwill Ambassador helping others like him. | Turn in Social Media Profile by the end of class. |

\*\*Key: literacy tasks, major grades minor grades.

**ARC Week at Glance**

**Topic:** Unit 2/3 (merge): Breaking Through Barriers **Course:** 9th Literature **Grade:** 9th  **Dates: 11/11-15, 2024**

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|  | **Learning Target**  **(I am learning about…)** | **Criteria for Success**  **(I can…)** | **Activation/ Instruction** | **Collaboration/ Guided Practice** | **Independent Learning/ Assessment** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* | | |
| **Monday** | No School | Veterans | Day | No School | Veterans Day |
| **Tuesday** | I am learning how to identify and appreciate different genres of literature.  **IN MEDIA CENTER** | **I can:**  Define different literary genres (e.g., fantasy, mystery, science fiction, historical fiction).  Identify the key characteristics of each genre.  Select a book from a genre that interests me. | Students will enter the Media Center and sit at a place mat. | Students will have 10 minutes at each genre station. They will read/complete the genre sampling sheet.  Closing: students will clean up their work areas and turn in genre sampling sheet to the teacher. | Genre Tic-Tac-Toe exit ticket |
| **Wednesday** | I am learning about editorials, central ideas and details, and text structure. | I can identify and analyze the central ideas and details within the text structure of an editorial. | Review elements of an editorial and complete Dinner Time and Feels Like Home on page 102. | Brief discussion about Dinner Time and Feels like Home/Read Power of a Dinner Table pages 105-107 | Annotate and Answer Margin Questions |
| **Thursday** | I am learning about editorials, central ideas and details, and text structure. | I can identify and analyze the central ideas and details within the text structure of an editorial. | Review central ideas and details within the text structure of an editorial. | Review reading Power of a Dinner Table | **Complete Assessment Practice page 107 and Analyze the Text page 108.** |
| **Friday** | I am learning about personal narratives, author’s purpose, and voice & tone. | I can identify elements of a personal narrative and connect them to the author’s purpose. | Notes on personal narrative, author’s purpose, voice & tone (page 113). | Complete all three engage your brain activities (About Sierra Leone, Do I Contradict Myself, and We Usually) page 112. | Class discussion about Engage Your Brain activities. |

\*\*Key: literacy tasks, major grades minor grades.

**ARC Week at Glance**

**Topic:** Unit 3: Crime Scene **Course:** 9th Literature  **Grade:** 9th  **Dates: 11/4-11/8**

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|  | **Learning Target**  **(I am learning about…)** | **Criteria for Success**  **(I can…)** | **Activation/ Instruction** | **Collaboration/ Guided Practice** | **Independent Learning/ Assessment** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* | | |
| **Monday** | I am learning about how to use active listening skills. | I can use active listening skills to analyze a podcast. | In the podcast you are about to listen to, a crime is committed in broad daylight with multiple witnesses. Yet no one was charged with the crime. With a partner, talk about other instances reported in the media where a group of people denied knowledge of an event they must have witnessed. What might motivate people to keep quiet, or not get involved? | Listen to Bully (25 minutes)  **COLLABORATIVE DISCUSSION**  Share your first impressions of this story with a partner. | Turn in Q’s |
| **Tuesday** | I am learning about how to analyze a podcast. | I can analyze a podcast using my notes and transcript of podcast. | What do you think of when you hear the word bully? Describe your thoughts below. | Analyze the Podcast |  |
| **Wednesday** | I am learning about how to recall the most important details from a text. | I can recall information and expand on my thinking using supporting details. | Review Analyze the Podcast | Three decades ago, a movie based on the events described in “Bully” was released. Imagine that now a film studio thinks you have the talents to create a new mega-hit version. Outline your ideas for a pitch meeting, including   * a title (make it compelling!) * actors for major roles * aspects of the story you’ll film (McElroy’s early life? other characters’ stories?) * how you will order the events * how you will film the climax   In a small group, compare your proposals. Revise your pitch based on suggestions and new ideas. | Submit movie treatment into Canvas |
| **Thursday** | I am learning to synthesize key themes, characters, and other elements. | I can create a one pager using information about the key themes, characters, and other elements. | Introduce One Pager Activity | Students will work independently for the next two class periods to complete One-Pager based on any of the stories covered in Unit 3. |  |
| **Friday** | I am learning to synthesize key themes, characters, and other elements. | I can create a one pager using information about the key themes, characters, and other elements. | Review rubric for One Pager | Students will complete one pager by end of class. | Turn in One Pager |

\*\*Key: literacy tasks, major grades minor grades.

**ARC Week at Glance (note: due to Hurricane Helene Disruption. Many lessons have been removed or modified to accommodate the updated Curriculum Map)**

**Topic:** Unit 3: Crime Scene **Course:** 9th Literature  **Grade:** 9th  **Dates: 10/28-11/01**

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|  | **Learning Target**  **(I am learning about…)** | **Criteria for Success**  **(I can…)** | **Activation/ Instruction** | **Collaboration/ Guided Practice** | **Independent Learning/ Assessment** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* | | |
| **Monday** | I am learning about inferences and how to make them based on clues from the text and my own background knowledge. | I can explain how I used clues and my own knowledge to make an inference about the text. | Introduce: Who Stole the Mona Lisa? | Whole Class: Students will engage in a detective-themed activity where they utilize inference skills to identify the culprit behind the fictional theft of the Mona Lisa. Clues will be strategically placed around the classroom, such as cryptic notes, footprints, and fingerprints. Students will actively observe, analyze, and interpret the clues to draw logical conclusions about the thief's identity. Through collaboration and critical thinking, they will connect the evidence to pinpoint the perpetrator, reinforcing their understanding of inferences in a fun and engaging manner. | Turn in Inference Sheets |
| **Tuesday** | I am learning to analyze the key elements of a story | I can identify and describe the different stages of the plot structure (exposition, rising action, climax, falling action, and resolution) and discuss how the plot unfolds. | What Makes It a Crime Story? Brainstorm with the class a list of crime stories, shows, or movies they are familiar with the most. Then, have students turn and talk with a partner about the common features of crime stories. | Whole Class: analysis and discussion for plot structure/ Read Entwined   * Analyze the Setting * Decipher the Tone and Mood * Understand the Point of View * Unravel the Plot Structure * Analyze the Characters | Annotations/Margin Questions |
| **Wednesday** | I am learning to analyze the key elements of a story | I can identify and describe the different stages of the plot structure (exposition, rising action, climax, falling action, and resolution) and discuss how the plot unfolds. | Bellringer: **Nothing but the Truth**  Is not telling the whole truth ever justifiable?   * Write about a time when you felt that you had a good reason to *not* tell the whole truth. * Include a description of how the situation turned out. | Whole Class: Continue analysis and discussion for plot structure/ Read Entwined   * Analyze the Setting * Decipher the Tone and Mood * Understand the Point of View * Unravel the Plot Structure * Analyze the Characters | Annotations/Margin Questions |
| **Thursday** | I am learning to analyze a character's emotions and motivations and apply that understanding to provide thoughtful advice. | I can demonstrate my understanding of the narrator's feelings of guilt and shame by accurately reflecting them in my response. | Bellringer: **Exploring a Key Word**  *Entwine* means “to wind or twist together.” What kind of images does the word “entwined” suggest to you? Make some notes. | Pre-Assessment: “Entwined” and Coping with Guilt | Turn Pre-Assessment into Canvas once complete. |
| **Friday** | I am learning to identify and analyze universal themes in a literary text and connect them to the characters' experiences and actions. | I can identify a universal theme present in the story and explain its significance. | Connect to the Essential Question:  Who suffers when a crime is committed? | Independent Task: Exploring Big Ideas in "Entwined" | Turn in “Independent Task: Exploring Big Ideas in “Entwined” to Canvas. |

\*\*Key: literacy tasks, major grades minor grades.

**ARC Week at Glance**

**Topic:** Unit 1:Is Survival Selfish?  **Course:** 9th Literature **Grade:** 9th  **Dates: 9/23-10/18, 2024**

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|  | **Learning Target**  **(I am learning about…)** | **Criteria for Success**  **(I can…)** | **Activation/ Instruction** | **Collaboration/ Guided Practice** | **Independent Learning/ Assessment** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* | | |
| **Monday** | **I am learning about memoirs** | I can identify the elements of a memoir. | Complete Engage your Brain activities on page 57. | In your notebooks, write notes using the information on pages 58 and 59 (Analyze Memoir, Analyze Word Choices and Elie Wiesel’s background. | Create a song lyric or poem using the information from your Holocaust findings on page 57. |
| **Tuesday** | **I am learning about the elements of a memoir in a text.** | I can identify an author’s purpose through a memoir using annotation practice. | Read *Night* (pages 60-62). | Whole class: reading *Night*/ annotation practice. | Annotations/Margin Questions |
| **Wednesday** | **I am learning about the elements of a memoir in a text.** | I can identify an author’s purpose through a memoir using annotation practice. | Read *Night* (pages 60-62). | Whole class: reading *Night*/ annotation practice. | Annotations/Margin Questions |
| **Thursday** | **I am learning about the elements of a memoir in a text**    **A Life in Art** | I can identify elements of a memoir and create a visual to show my understanding. | Review the Background paragraph (notes in your notebook from Monday) on page 59, as well as what you learned about Elie Wiesel from his memoir | Use your imagination to see the world from his perspective so that you can empathize, or feel compassion, for him in his situation. | Then, create a piece of art that conveys Wiesel’s perceptions and/or experiences. You can use words and phrases to create an image, draw a key scene from his memoir, design a collage, or create some other visual presentation.  Upload Visual in Canvas |
| **Friday** | **I am learning about the elements of a memoir in a text**    **Reflection: A Life in Art** | I can identify elements of a memoir and create a visual to show my understanding. | Create | After completing your artwork, reflect on the following question in 4-6 paragraphs:  How did creating this piece of art help you better understand and empathize with Elie Wiesel’s experiences and emotions? What aspects of his story stood out to you, and how did you choose to represent those in your visual creation? | Reflection: A Life in Art    Upload in Canvas |

\*\*Key: literacy tasks, major grades minor grades.

**ARC Week at Glance**

**Topic:** Unit 1:Is Survival Selfish?  **Course:** 9th Literature **Grade:** 9th  **Dates: 9/16-9/20**

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|  | **Learning Target**  **(I am learning about…)** | **Criteria for Success**  **(I can…)** | **Activation/ Instruction** | **Collaboration/ Guided Practice** | **Independent Learning/ Assessment** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* | | |
| **Monday** | **I am learning about diction and tone** | I can explain how diction and tone are used. | Do Now: List the words from positive to negative | Notes on Diction / Tone |  |
| **Tuesday** | **I am learning about how to research sources.** | I can identify a reliable source for research. | You and a partner will conduct research on ongoing global conflicts, analyze their causes, and compare your findings with another group. This project will help you understand the nature of war, its causes, and how different conflicts are similar or different. | Step 1: Research Conflicts  With your partner, use online resources and reliable news sources to research three regions or countries currently experiencing war or conflict.  For each region or country, identify the following:  The countries or regions involved in the conflict.  The causes of the conflict (political, economic, social, cultural, etc.).  The current status of the conflict (ongoing battles, ceasefires, peace negotiations, etc.).  Organize your findings in a document or presentation format (Google Slides, poster, or similar). | Project |
| **Wednesday** | **I am learning to compare and contrast research findings.** | I can identify comparisons and contrasts and explain the conflict. | Recap Project | Step 2: Compare Findings  Join another pair and compare the conflicts you researched:  What are the similarities and differences between the conflicts you each researched?  Are there common causes or unique factors behind the conflicts?  How have different governments or international organizations responded to these conflicts?  Work together to create a comparison chart that lists the key similarities and differences between the conflicts. | Project |
| **Thursday** | **I am learning to identify diction and tone in a text.** | I can identify and analyze tone and diction in a text. | Review Diction / Tone | Independently: Read The End and The Beginning, annotate, complete Analyze the Text | Analyze the Text |
| **Friday** | I am learning to think critically about historical events. | I can examine photographs and explain how they represent the historical event. | KWL Chart | **Images of the Holocaust**  Examine the drawings and photograph accompanying the text of the memoir. What is the message of these carefully drawn portraits? What is the significance of the photograph of shoes? Express your thoughts by freewriting or through a poem, song, or video. |  |

\*\*Key: literacy tasks, major grades minor grades.

**ARC Week at Glance**

**Topic:** Unit 1:Is Survival Selfish?  **Course:** 9th Literature **Grade:** 9th  **Dates: 9/9-9/13**

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|  | **Learning Target**  **(I am learning about…)** | **Criteria for Success**  **(I can…)** | **Activation/ Instruction** | **Collaboration/ Guided Practice** | **Independent Learning/ Assessment** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* | | |
| **Monday** | **I am learning about flashbacks.** | I can identify a flashback and explain how it is being used. | Do Now: Write three words that describe what you think the performers in the video are doing.  What does it take to perform this kind of activity. | Flashback Worksheet / Disney short films |  |
| **Tuesday** | **I am learning to identify flashbacks in a text.** | I can identify a flashback using annotation practice. | Read author’s background for The Leap. | Whole class: Begin reading The Leap / annotation practice. |  |
| **Wednesday** | **I am learning to identify flashbacks in a text.** | I can identify a flashback using annotation practice. | Recap previous lesson. | Whole Class: Read/ annotate The Leap |  |
| **Thursday** | **I am learning to identify flashbacks in a text.** | I can identify a flashback using annotation practice. | Review annotations / details of story. | Independently: Finish reading / annotating The Leap | Assessment Practice |
| **Friday** | I am learning to recall details from the text. | I can recreate a scene from the story using details from the text. | Introduce activity for today. Gather materials. | Students will create a social media post on their paper recalling a scene from The Leap. | Retell the story activity |

\*\*Key: literacy tasks, major grades minor grades.

**ARC Week at Glance**

**Topic:** Unit 1:Is Survival Selfish?  **Course:** 9th Literature **Grade:** 9th  **Dates: 9/2-9/6**

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|  | **Learning Target**  **(I am learning about…)** | **Criteria for Success**  **(I can…)** | **Activation/ Instruction** | **Collaboration/ Guided Practice** | **Independent Learning/ Assessment** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* | | |
| **Monday** | **NO SCHOOL** | LABOR DAY | NO SCHOOL | LABOR DAY | NO SCHOOL |
| **Tuesday** | **LEARN @ HOME** | LEARN @ HOME | SIGN INTO CANVAS | LOCATE ASSIGNMENT: CHOICE BOARD | SUBMIT BY 3:00PM |
| **Wednesday** | **I am learning how to write a clear claim with evidence and reason.** |  **I can write** a clear claim with supporting evidence and reason. | Pre-assessment Requirements (Writable)  Using ideas, information, and examples from the text, Is Survival Selfish? Write an argument stating your position on the question “does survival require selfishness?”. | Students' written response must be at least 4 paragraphs minimum with 5 or more sentences per paragraph. Manage your time carefully so that you can: ● review the texts in the unit; ● plan your essay; ● write your essay; and ● revise and edit your essay. Be sure to: ● clearly state the claim of your argument; ● address alternate or opposing claims; ● use and cite relevant and sufficient evidence; and avoid relying too much on one source. | Submit pre-assessment in Canvas |
| **Thursday** | **I am learning about** inferences. |  **I can** identify inferences within a text. | Skills Video-note taking the meaning of an inference. | Reading the Text Message whole group practice on identifying inferences. | Text Message Analysis Students will complete guided questions within the ten provided examples to help them with analyzing inference |
| **Friday** | **I am learning about theme.** | ** I can** identify theme within a text. | HMH-Analyze Theme informational slide. Student will take brief notes | Handout Theme Activity: Graphic Organizer Whole class reading of “The Watch” by Elie Wiesel Students will annotate for theme as we read. | Students will complete theme activity- graphic organizer and turn in at the end of class. |

\*\*Key: literacy tasks, major grades minor grades.

**ARC Week at Glance**

**Topic:** Unit 1:Is Survival Selfish?  **Course:** 9th Literature **Grade:** 9th  **Dates:** 8/26-8/30

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|  | **Learning Target**  **(I am learning about…)** | **Criteria for Success**  **(I can…)** | **Activation/ Instruction** | **Collaboration/ Guided Practice** | **Independent Learning/ Assessment** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* | | |
| **Monday** | **I am learning about** my current mastery of the content. |  **I can** complete NWEA map testing. | Sign into NWEA. | Work on NWEA Testing |  |
| **Tuesday** | **I am learning about**. |  **I can** | Picture Day (will take entire period) |  |  |
| **Wednesday** | **I am learning about** |  **I can** | Guidance will be visiting (Will take entire period) |  |  |
| **Thursday** | **I am learning about** my current mastery of the content. |  **I can** complete NWEA map testing. | Final class period for NWEA testing. |  |  |
| **Friday** | **I am learning about** how to write a clear and effective claim in an argument or analysis. | ** I can** craft a concise and specific claim that clearly states my position or main idea.  ** I can** support my claim with relevant evidence and reasoning.  ** I can** revise my claim to make it stronger and more precise, if necessary**.** | Close Read: The Leap | Claim Practice, statement writing for analysis. | Exit ticket: The Leap CER review. |

\*\*Key: literacy tasks, major grades minor grades.

**ARC Week at Glance**

**Topic:** Unit 1: Is Survival Selfish? **Course:** 9th Literature **Grade:** 9th  **Dates:** 8/19-8/23

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|  | **Learning Target**  **(I am learning about…)** | **Criteria for Success**  **(I can…)** | **Activation/ Instruction** | **Collaboration/ Guided Practice** | **Independent Learning/ Assessment** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* | | |
| **Monday** | **I am learning about** the different components of an argument. |  **I can** describe each part of an argument (claim, reasons, evidence, conclusion) | BWQ: Rock Climbing Dilemma | Guided Notes on CER | Scenario Claim Writing |
| **Tuesday** | **I am learning about** how themes and skills connect in literature. |  **I can** work in a group and use critical thinking skills. | Introduce Survivor Simulation | Survival: Group Dynamic Activator | Turn in TOTD Index Card |
| **Wednesday** | **I am learning about** how to identify the different elements of an argument. |  **I can** annotate each part of an argument in the text. | BWQ: *Survive* means “to stay alive or carry on despite hardships.”   * What kinds of images does the word *survive* suggest to you? * Draw a picture or make some notes. | Begin reading: Is Survival Selfish?  Get Ready,   pp. 20–22  Social & Emotional Learning: Relationship Skills, p. 20 | Summarize the reading in 3 bullet points in the margins |
| **Thursday** | **I am learning about how to analyze a text by identifying and interpreting contrasts and contradictions within the narrative.** | **I can** identify instances of contrasts and contradictions in a text, such as opposing ideas, conflicting character behaviors, or shifts in tone. | BWQ: Define an argument | Read: p. 23–27 | Notice & Note Signpost: Contrasts and Contradictions |
| **Friday** | **I am learning about how** to analyze a text by identifying and interpreting contrasts and contradictions within the narrative. | **I can explain how these contrasts and contradictions contribute to the development of themes, characters, or the plot.** | Notebook Check | Analyze the Text | Review Analyze the Text |

\*\*Please highlight your literacy tasks, your major grades and your minor grades. I suggest color coding.