

# ***myPerspectives***<sup>™</sup> Florida English Language Arts

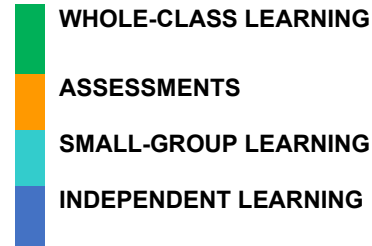


**SAVVAS**  
LEARNING COMPANY

## **Unit 1 Planning Guide Grade 9**

GRADE 9 | UNIT 1: **Inside the Nightmare**  
ESSENTIAL QUESTION: *What is the allure of fear?*  
PERFORMANCE BASED ASSESSMENT: **Personal Narrative**  
NOTES:

#### INSTRUCTIONAL MODEL



#### 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.

#### Selections & Media

##### Mentor Text

- [My Introduction to Gothic Literature \(900L\)](#)

##### Whole-Class Learning

- [Gothic Story: \*The Fall of the House of Usher\*, Edgar Allan Poe \(1410L\)](#)
- [Magical Realist Story: \*House Taken Over\*, Julie Cortazar \(1030L\)](#)
- [Media, Informational Graphic: \*from How to Tell You're Reading a Gothic Novel-In Pictures\*, Adam Frost and Zhenia Vasiliev](#)
- [Satirical Essay, "A Modest Proposal", Jonathan Swift](#)

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### Peer-Group Learning (Small Groups)

- Media, Photo Gallery: *from The Dream Collector*, Arthur Tress
- Interview: *Why Do Some Brains Enjoy Fear?*, Allegra RINGO (1180 L) OR Commonlit.org article “Why is it fun to be frightened?”
- Poetry Collection: *beware: do not read this poem*, Ishmael Reed (NP)
- Poetry Collection: *The Raven*, Edgar Allen Poe (NP)
- Poetry Collection: *Windigo*, Louise Erdrich (NP)

### Independent Learning (These selections will/can be used with small group instruction to differentiate and scaffold within a mixed level class. See the directions in the Independent Learning section in the plan.)

- Criticism: *How Maurice Sendak’s “Wild Things” Moved Children’s Books Toward Realism*, Gloria Goodale (1420L)
- Explanatory Nonfiction: *Sleep Paralysis: A Waking Nightmare*, (1090L)
- Short Story: *The Feather Pillow*, Horacio Quiroga, translated by Margaret Sayers Peden (990L)
- Newspaper Article: *Stone Age Man’s Terrors Still Stalk Modern Nightmares*, Robin McKie (1180)
- Short Story: *Mrs. Vargas and the Dead Naturalist*, Kathleen Alcala (950L)

### Performance-Based Assessment

#### Part 1 – Personal Narrative

Students will write an essay in response to the Essential Question:

What is the allure of fear?

### Unit Reflection

Students will reflect on the unit goals, learning strategies, the text and the allure of fear.

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EL Highlights











	DAY 1	DAY 2	DAY 3
	FIRST DAY OF SCHOOL	SET CLASS RULES AND EXPECTATIONS	SET CLASS RULES AND EXPECTATIONS
	INTRODUCTIONS	SET CLASS RULES AND EXPECTATIONS	SET CLASS RULES AND EXPECTATIONS
<p><b>* There are 2 days that are not allocated within this plan in covering Unit 1 for Quarter 1. This is intentional in planning to allow leverage for the teachers in the instance that they may need more time to cover certain material.</b></p> <p><b>*Important District dates to consider in pacing are:</b></p> <p><b>Sept. 5- Labor Day</b>  <b>Oct. 12- In-School PSAT</b>  <b>Oct. 14 – End of Quarter 1</b></p>	<p><b>INTRODUCE</b></p> <ul style="list-style-type: none"> <li>• Yourself</li> <li>• Class</li> <li>• Syllabus</li> </ul> <p>Any additional information pertinent to your class</p>		
<b>Florida’s B.E.S.T. Standards</b>			

DAY 4	DAY 5	DAY 6	DAY 7	DAY 8
<b>**this area shows only the “spotlight” or focus standards</b>	**	**	**	**
<b>UNIT 1</b> <b>BEGINNING OF THE YEAR SAVVAS TEST (ONLINE)</b> This test may also be printed if needed; keep in mind that the student will need to record their answers in the online assessment to allow Savvas to incorporate and collect data.			<b>DIAGNOSTIC ASSESSMENTS</b> This may include, but is not limited to: USA Test Prep NoRedInk Commonlit.org IXL Diagnostic Arena	
<i>To create this assessment:</i> <ul style="list-style-type: none"> <li>• Click on the Savvas app in Classlink</li> <li>• Click the REALIZE button to the right</li> <li>• Choose under “MY PROGRAMS” ENG 1</li> <li>• Scroll to find “ASSESSMENTS” and click on that tile</li> <li>• Find “BEGINNING, MIDDLE, AND END OF YEAR TESTS tile and click on it.</li> <li>• Find THE BEGINNING OF THE YEAR option and assign to your class in Savvas.</li> </ul>				
<b>Florida’s B.E.S.T. Standards</b>				
<b>**this area shows ALL the BEST standards used in each selection (Reading, Communication, Vocabulary)</b>	**	**	**	**




DAY 9	DAY 10	DAY 11	DAY 12	DAY 13
<b>9.V.1.1 Academic Vocabulary</b>	<b>9.R.3.1 Interpret Figurative Language</b>		<b>9.V.1.3 Academic Vocabulary</b> <b>9.R.1.1 Literary Elements</b>	
<b>UNIT INTRODUCTION</b>	<b>OVERVIEW</b> Whole-Class Learning  <b>SELECTION</b> The Fall of the House of Usher Edgar Allan Poe	<b>SELECTION</b> The Fall of the House of Usher Edgar Allan Poe	<b>SELECTION</b> The Fall of the House of Usher Edgar Allan Poe	<b>SELECTION</b> The Fall of the House of Usher Edgar Allan Poe
SE pp 2-9	SE pp 10-20	SE pp 21-31	SE pp 32-33	SE pp 34-35
<b>INTRODUCE</b>  <b>Motivate and Engage</b> 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?”  <b>Watch the Video/Discuss It</b> Students will watch the video “ Spooky Business: American Economy” and discuss the question:  <i>Why is Halloween big business?</i>  Watch the Video  <b>Table of Contents Preview</b> Preview the selections in the unit and point out that students will respond to prompts:  <b>Whole-Class Learning</b>	<b>WHOLE-CLASS LEARNING</b>  <b>Essential Question</b> <i>What is the allure of fear?</i>  <b>Whole-Class Learning Strategies</b> <ul style="list-style-type: none"> <li>Listen actively</li> <li>Clarify by asking questions</li> <li>Monitor understanding</li> <li>Interact and share ideas</li> </ul>  Whole-Class Learning Strategies  <b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.  <b>PREPARE TO READ</b>  <b>Concept Vocabulary</b> annihilate; antiquity; fissure; dissolution; rending; tumultuous  <b>Comprehension Strategy</b> Make Predictions	<b>READ</b>  <b>Read the Selection</b>  The Fall of the House of Usher: Selection Audio  The Fall of the House of Usher: Accessible Leveled Text  <b>BUILD INSIGHT</b> Students answer questions using text evidence to support answers.  <ul style="list-style-type: none"> <li>Response</li> <li>Comprehension</li> <li>Analysis</li> <li>EQ Notes</li> </ul>	<b>ANALYZE AND INTERPRET</b>  <b>Close Read</b> Students will review the Close Read Model and complete the close read sections in the selection.  <b>Inquiry and Research Develop Research Questions</b> Students generate two research questions for an informal inquiry related to “The Fall of the House of Usher.”  <b>Literary/Text Elements Diction, Syntax, and Mood</b> Students analyze gothic elements.  Exit Ticket: Diction, Syntax, and Mood  Reteach and Practice: Diction, Syntax, and Mood (RP)	<b>STUDY LANGUAGE AND CRAFT</b>  <b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: annihilate; antiquity; fissure; dissolution; rending; tumultuous  <b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.  <b>Word Study: Denotation and Connotation</b> Students complete activities related to Denotation and Connotation  Exit Ticket: Denotation and Connotation  Reteach and Practice: Denotation and Connotation (RP)  <b>Conventions: Sentence Structure and Variety</b> Students identify structures of sentences.

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<p><i>What can happen when imagination overcomes reason?</i></p> <p><b>Peer-Group Learning</b> <i>How do writers use language to shape readers' perceptions and provoke emotions of fear and suspense?</i></p> <p><b>Performance-Based Assessment</b> <i>What is the allure of fear?</i></p> <p><b>Unit Goals</b> Students will deepen their understanding of the literature of fear by reading, writing, speaking, listening, and presenting.</p> <p> Unit Goals Video</p> <p><b>Academic Vocabulary</b> motivate; dimension; manipulate; psychological; perspective</p> <p> Home Connection Letter</p> <p> Spanish Home Connection Letter</p> <p> Unit 1 Answer Key</p> <p><b>Mentor Text</b> Students will read "My Introduction to Gothic Literature" They will then be able to participate in discussions about the allure of fear.</p> <p><b>Word Network</b></p>	<p><b>Read the Selection</b></p> <p> The Fall of the House of Usher: Selection Audio</p> <p> The Fall of the House of Usher: Accessible Levelled Text</p>			<p> Exit Ticket: Sentence Structure and Variety</p> <p> Reteach and Practice: Sentence Structure and Variety(RP)</p> <p><b>SELECTION TEST</b></p> <p>  Selection Test: The Fall of the House of Usher</p>
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<p>Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p> <p><b>Summary</b> Students write a summary of the Mentor Text.</p> <p><b>Icebreaker (this can be skipped if time does not permit)</b> Students vote for the worst.</p> <p><b>QuickWrite (this can be skipped if time does not permit)</b> Students write a response to the QuickWrite prompt: What is the allure of fear?</p> <p><b>Two Column Notes</b> Students add notes and evidence that will be used to inform the Performance-Based Assessment. (Two Column Notes File located in the Teams folder)</p>				
<b>Florida's B.E.S.T. Standards</b>				
9.R.3; 9.V.1.1; K12.EE.2.1	9.R.3.1; K12.EE.2.1;	9.R.3.1; K12.EE.1.1; K12.EE.2.1	9.C.4.1; 9.R.1.1	9.C.3.1; 9.V.1.3










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DAY 14	DAY 15	DAY 16	DAY 17	DAY 18
	<b>9.R.1.1 Explain Literary Elements</b>	<b>9.C.3.1 Interpret Figurative Language</b> <b>9.V.1.2 Morphology (derivations of words)</b>	<b>9.R.1.2 Analyze Universal themes</b>	<b>9.R.2.1 Analyzing Text Structures and Features to convey a purpose</b>
<b>SELECTION</b> House Taken Over Julio Cortazar  SE pp 36-43	<b>SELECTION</b> House Taken Over Julio Cortazar  SE pp 44-45	<b>SELECTION</b> House Taken Over Julio Cortazar  SE pp 46-47	<b>SELECTION</b> House Taken Over Julio Cortazar  SE p 48-49	<b>SELECTION</b> <i>from</i> How to Tell You're Reading a Gothic Novel – In Pictures  SE pp 50-55
<b>PREPARE TO READ</b>  <b>Concept Vocabulary</b> spacious; unvoiced; obscure; recessed; vestibule; muffled  <b>Comprehension Strategy</b> Create Mental Images  <b>READ</b>  <b>Read the Selection</b>  House Taken Over: Selection Audio  House Taken Over: Accessible Leveled Text  <b>BUILD INSIGHT</b> Students answer questions using text evidence to support answers.  <ul style="list-style-type: none"> <li>• Response</li> <li>• Comprehension</li> <li>• Analysis</li> <li>• EQ Notes</li> </ul>	<b>ANALYZE AND INTERPRET</b>  <b>Close Read</b> Students will review the Close Read Model and complete the close read sections in the selection.  Close-Read Guide: Fiction  <b>Inquiry and Research Research and Extend</b> Students conduct research to answer this question: How did Edgar Allan Poe's work influence Julio Cortázar's fiction?  <b>Literary/Text Elements Diction, Syntax, and Tone</b> Students analyze various story elements and details  Exit Ticket: Claims, Diction, Syntax, and Tone  Reteach and Practice: Diction, Syntax, and Tone (RP)	<b>STUDY LANGUAGE AND CRAFT</b>  <b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: spacious; unvoiced; obscure; recessed; vestibule; muffled  <b>Word Network</b> Add words related to fear.  <b>Word Study: Derivations</b> Students explain how words are changed with adding prefixes and suffixes.  Exit Ticket: Derivations (RP)  Reteach and Practice: Derivations (RP)  <b>Conventions Sentence Effectiveness: Prepositional Phrases</b> Students identify Prepositional Phrases.  Exit Ticket: Prepositional Phrases	<b>SHARE IDEAS</b>  <b>Writing to Compare</b> 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.  <b>RETEACH AND REMEDIATE</b> Teacher will pull students to remediate areas in which students are identified as showing deficits through the data collected in Savvas from Exit tickets and Selection Tests.)	<b>PREPARE TO READ</b>  <b>Media Vocabulary</b> footnotes; data visualization; icons; symbols  <b>Comprehension Strategy</b> Synthesize Information  <b>READ</b>  <b>Read the Selection</b>  <i>from</i> How to Tell You're Reading a Gothic Novel – In Pictures  <b>BUILD INSIGHT</b> Students answer questions using text evidence to support answers.  <ul style="list-style-type: none"> <li>• Response</li> <li>• Comprehension</li> <li>• Analysis</li> <li>• EQ Notes</li> </ul>

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		 Reteach and Practice: Prepositional Phrases (RP)  <b>EQ Notes</b> Students add thoughts and observations about the reading.   Selection Test: House Taken Over		
<b>Florida's B.E.S.T. Standards</b>				
K12.EE.1.1; K12.EE.2.1; K12.EE.3.1	9.C.4.1; 9.R.1.1; 9.R.2.1	9.C.3.1; 9.V.1.2	9.C.1.3; 9.R.1.2	9.R.2.1; K12.EE.1.1; K12.EE.2.1; K12.EE.3.1

DAY 19	DAY 20	DAY 21	DAY 22	DAY 23
<b>9.R.2.1 Analyze Text Features</b>	<b>9.R.2.1, R.2.2</b>	<b>9.R.2.1, R.2.2</b>	<b>9.R.2.3</b>	<b>9.R.2.3</b>
<b>SELECTION</b> from How to Tell You're Reading a Gothic Novel – In Pictures  SE pp 56-57	<b>SELECTION</b> A Modest Proposal Jonathan Swift  SE pp 530-541 <b>*This text is also found in the 12<sup>th</sup> grade Savvas curriculum.</b>	<b>SELECTION</b> A Modest Proposal Jonathan Swift  SE pp 542-545	<b>SELECTION:</b> “A Modest Proposal” Jonathan Swift  SE pp 546-547	<b>SELECTION:</b> “A Modest Proposal” Jonathan Swift
<b>ANALYZE AND INTERPRET</b>  <b>Close Read the Text</b> Students will review the Close Read Model and complete the close read sections in the selection.  Close-Read Guide: Nonfiction  <b>LANGUAGE DEVELOPMENT</b>  <b>Media Vocabulary</b> Students complete activities related to the Concept Vocabulary words: footnotes; data visualization; icons; symbols  <b>SHARE IDEAS</b>  <b>Speaking and Listening: Informational Graphic (this can be skipped if time does not permit)</b> Students create and present an informational graphic.  <b>EQ Notes</b>	<b>PREPARE TO READ</b>  <b>Concept Vocabulary</b> deference; censure; digressed; enumerated; resolution; overture  <b>Comprehension Strategy</b> Establish Purpose for Reading  Close-Read Guide: Nonfiction  <b>Read the Selection</b>  A Modest Proposal: Selection Audio  A Modest Proposal: Accessible Leveled Text  <b>BUILD INSIGHT</b> Students answer questions using text evidence to support answers. <ul style="list-style-type: none"><li>• Response</li><li>• Comprehension</li><li>• Analysis</li><li>• EQ Notes</li></ul>	<b>ANALYZE AND INTERPRET</b>  <b>Close Read</b> Students will review the Close Read Model and complete the close read sections in the selection.  <b>Inquiry and Research Develop Research Questions</b> Students develop questions for a formal inquiry about how Swift's contemporaries responded to the publication of the essay.  <b>Literary/Text Elements Purpose, Audience, and Message</b> Students analyze elements of satire such as purpose, audience, and message.  Exit Ticket: Purpose, Audience, and Message  Reteach and Practice: Purpose, Audience, and Message (RP)	<b>STUDY LANGUAGE AND CRAFT</b>  <b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: deference; censure; digressed; enumerated; resolution; overture  <b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.  <b>Word Study: Foreign Phrases in English</b> Students complete activities relating to Foreign Phrases in English.  Exit Ticket: Foreign Phrases in English  Reteach and Practice: Foreign Phrases in English (RP)  <b>Author's Craft Characteristics and</b>	<b>SHARE IDEAS</b>  <b>Composition Rhetorical Analysis</b> Students write a rhetorical analysis of the work as a whole in which you critique and evaluate its elements, structure, and message.  Reteach and Practice: Classical Argument (RP)  <b>Speaking and Listening: Speech</b> Students select a portion of “A Modest Proposal” to deliver as a speech. Analyze the text and select an interesting passage to read aloud to an audience.  Reteach and Practice: Classical Argument (RP)  <b>EQ Notes</b> Students add thoughts and observations about the reading.   Selection Test: A Modest Proposal

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<p>Students add notes and evidence that will be used to inform the Performance-Based Assessment.</p>		<p><b>STUDY LANGUAGE AND CRAFT</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: deference; censure; digressed; enumerated; resolution; overture</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Word Study: Foreign Phrases in English</b> Students complete activities relating to Foreign Phrases in English.</p> <p> Exit Ticket: Foreign Phrases in English</p> <p> Reteach and Practice: Foreign Phrases in English (RP)</p> <p><b>Author's Craft Characteristics and Structures of Argument</b> Students review the characteristics and structures of arguments such as thesis, evidence, appeals to reason, counterarguments, and concession.</p> <p> Exit Ticket: Characteristics and Structures of Argument</p>	<p><b>Structures of Argument</b> Students review the characteristics and structures of arguments such as thesis, evidence, appeals to reason, counterarguments, and concession.</p> <p> Exit Ticket: Characteristics and Structures of Argument</p> <p> Reteach and Practice: Characteristics and Structures of Argument (RP)</p>	
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EL Highlights

Florida's B.E.S.T. Standards				
9.C.2.1; 9.R.2.1	9.R.1.2; 9.R.1.3; 9.R.2.1; 9.R.2.2	9.R.1.2; 9.R.1.3; 9.R.2.1; 9.R.2.2	9.R.2.3; 9.R.2.4; 9.R.3.4	9.R.2.3; 9.R.2.4; 9.R.3.4
		 Reteach and Practice: Characteristics and Structures of Argument (RP)		

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EL Highlights

DAY 24	DAY 25	DAY 26	DAY 27	DAY 28
<b>k12.EE.1.1, k12.EE.3.1, k12.EE.4.1</b>	<b>9.R.1.2 Analyze Universal Themes</b>	<b>9.R.1.1 Explain how literary elements add layers of meaning</b>		<b>k12.EE.5.1</b>
<p><b>OVERVIEW</b> Small-Group Learning</p> <p><b>SELECTION</b> Where is Here? Joyce Carol Oates</p> <p>SE pp 70-83</p>	<p><b>SELECTION</b> Where is Here? Joyce Carol Oates</p> <p>SE pp 84-85</p>	<p><b>SELECTION</b> Where is Here? Joyce Carol Oates</p> <p>SE pp 86-87</p>	<p><b>SELECTION</b> <i>from</i> The Dream Collector Arthur Tress</p> <p>SE pp 88-93</p>	<p><b>SELECTION</b> <i>from</i> The Dream Collector Arthur Tress</p> <p>SE pp 94-95</p>
<p><b>PEER-GROUP LEARNING</b> <b>Essential Question</b> <i>What is the allure of fear?</i></p> <p><b>Peer-Group Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Prepare</li> <li>• Participate Fully</li> <li>• Support Others</li> <li>• Clarify</li> </ul> <p> Peer-Group Learning Strategies</p> <p><b>Table of Contents Preview</b> Preview the selections in the unit and discuss how they relate to the EQ and unit topic.</p> <p><b>Collaborate With Your Group</b> Student discuss the following:</p> <ul style="list-style-type: none"> <li>• Discuss and Reach Consensus</li> <li>• Set Ground Rules for Decision-Making</li> <li>• Create a Communication Plan</li> </ul> <p><b>Make a Schedule</b></p>	<p><b>ANALYZE AND INTERPRET</b></p> <p><b>Close Read</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read Guide: Fiction</p> <p><b>LANGUAGE STUDY</b></p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: gregarious; amiably; stoical</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Word Study: Adverbs of Manner</b> Students complete activities relating to Adverbs of Manner</p> <p> Exit Ticket: Adverbs of Manner</p> <p> Reteach and Practice: Adverbs of Manner (RP)</p>	<p><b>STUDY LANGUAGE AND CRAFT</b></p> <p><b>Author's Style: Literary Devices: Dialogue</b> Students analyze passages of dialogue and explain what the tell about the mother's character.</p> <p> Author's Style: Literary Devices: Dialogue</p> <p> Author's Style: Literary Devices: Dialogue (RP)</p> <p><b>SHARE IDEAS</b></p> <p><b>Composition Fictional Narrative</b> Students write a brief fictional narrative that extends the scope of "Where Is Here?"</p> <p> Reteach and Practice: Fictional Narrative (RP)</p> <p><b>EQ Notes</b> Students add thoughts and observations about the reading.</p>	<p><b>PREPARE TO VIEW</b></p> <p><b>Media Vocabulary</b> composition; perspective; angle; lighting; color; subject; location</p> <p><b>Comprehension Strategy</b> Make Connections</p> <p><b>VIEW</b></p> <p><b>View the Selection</b>  <i>from</i> The Dream Collector: Selection Audio</p> <p><b>BUILD INSIGHT</b> Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> <li>• Response</li> <li>• Comprehension</li> <li>• Analysis and Discussion</li> <li>• EQ Notes</li> </ul>	<p><b>ANALYZE AND INTERPRET</b></p> <p><b>Close Review</b> Students will review the Close Review Model and complete the close read sections in the selection.</p> <p> Close-Review Guide: Media-Art/Photography</p> <p><b>LANGUAGE STUDY</b></p> <p><b>Media Vocabulary</b> Students complete activities related to the Media Vocabulary words: composition; perspective or angle; lighting and color; subject; location</p> <p><b>SHARE IDEAS</b></p> <p><b>Composition Professional Letter (this can be skipped if time does not permit)</b> Students write a professional letter that shares and extends responses to this photo gallery. OR</p>

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<p>Students make a schedule.</p> <p><b>Respond to the Texts</b></p> <ul style="list-style-type: none"> <li>• Reflect and Adjust Your Responses</li> <li>• Use Text Evidence</li> <li>• Craft Original Commentary</li> </ul> <p><b>PREPARE TO READ</b></p> <p><b>Concept Vocabulary</b> gregarious; amiably; stoical</p> <p><b>Comprehension Strategy</b> Make Inferences</p> <p><b>READ</b></p> <p><b>Read the Selection</b></p> <p> Where is Here?: Selection Audio</p> <p> Where is Here?: Accessible Leveled Text</p> <p><b>BUILD INSIGHT</b> Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> <li>• Response</li> <li>• Comprehension</li> <li>• Analysis and Discussion</li> <li>• EQ Notes</li> </ul>	<p><b>Literary / Text Elements</b> <b>Development of Theme</b> Students analyze literary elements such as setting, characterization, and plot.</p> <p> Exit Ticket: Development of Theme</p> <p> Reteach and Practice: Development of Theme (RP)</p>	<p>  Selection Test: Where is Here?</p>		<p>Students can participate in a gallery walk in which the teacher will post one image on a poster paper, displaying all images from the text. Students will walk in small groups and visit each poster and answer the same questions for each image.</p>
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Florida's B.E.S.T. Standards				
9.R.2.1; 9.V.1.2; K12.EE.1.1; K12.EE.2.1; K12.EE.3.1; K12.EE.4.1	9.R.1.2; 9.V.1.2	9.C.1.2; 9.R.1.1	9.V.1.1; K12.EE.1.1; K12.EE.2.1; K12.EE.4.1	9.V.1.1; K12.EE.5.1

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EL Highlights







DAY 29	DAY 30	DAY 31	DAY 32	DAY 33
<b>9.V.1.3</b>	<b>9.R.2.1; 9.R.2.2</b>	<b>9.C.4.1</b>	<b>k12.EE.4.1, 9.R.3.2</b>	<b>9.R.1.2</b>
<p><b>SELECTION</b> Why Do Some Brains Enjoy Fear? Allegra Ringo</p> <p><i>*Another option, if the teacher is short on time, is to use the <a href="#">Commonlit.org</a> article, “<a href="#">Why is it fun to be frightened?</a>” (9<sup>th</sup> grade level, 1290 Lexile).</i></p> <p>SE pp 96-101</p>	<p><b>SELECTION</b> Why Do Some Brains Enjoy Fear? Allegra Ringo</p> <p>SE pp 102-103</p>	<p><b>SELECTION</b> Why Do Some Brains Enjoy Fear? Allegra Ringo</p> <p>SE pp 104-105</p>	<p><b>SELECTION</b> Poetry Collection</p> <p>SE pp 106-115</p>	<p><b>SELECTION</b> Poetry Collection</p> <p>SE pp 116-117</p>
<p><b>PREPARE TO READ</b></p> <p><b>Technical Vocabulary</b> stimulus; dissonance; cognitive</p> <p><b>Comprehension Strategy</b> Make Predictions</p> <p><b>READ</b></p> <p><b>Read the Selection</b></p> <p> Why Do Some Brains Enjoy Fear?: Selection Audio</p> <p> Why Do Some Brains Enjoy Fear?: Accessible Leveled Text</p> <p><b>BUILD INSIGHT</b> Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> <li>Comprehension</li> <li>Analysis and Discussion</li> <li>EQ Notes</li> </ul>	<p><b>ANALYZE AND INTERPRET</b></p> <p><b>Close Read</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read Guide: Nonfiction</p> <p><b>LANGUAGE STUDY</b></p> <p><b>Technical Vocabulary</b> Students complete activities related to the Concept Vocabulary words: stimulus; dissonance; cognitive</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Word Study: Spelling: The Plural Forms of Nouns</b> Students complete activities</p>	<p><b>STUDY LANGUAGE AND CRAFT</b></p> <p><b>Author’s Craft Scientific and Technical Diction</b> Students analyze sentences with scientific or technical terms.</p> <p> Exit Ticket: Scientific and Technical Diction</p> <p> Reteach and Practice: Scientific and Technical Diction (RP)</p> <p><b>SHARE IDEAS</b></p> <p><b>Research Digital Presentation</b> Students develop research questions and a research plan to drive a formal inquiry into cultural expressions of fear.</p> <p> Reteach and Practice: Digital Presentation (RP)</p>	<p><b>PREPARE TO READ</b></p> <p><b>Concept Vocabulary</b> entreating; implore; beguiling</p> <p><b>Comprehension Strategy</b> Paraphrase</p> <p><b>READ</b></p> <p><b>Read the Selection</b></p> <p> beware: do not read this poem   The Raven   Windigo: Audio Summary</p> <p> beware: do not read this poem   The Raven   Windigo: Selection Audio</p> <p><b>BUILD INSIGHT</b> Students answer questions using text evidence to support answers.</p> <ul style="list-style-type: none"> <li>Response</li> <li>Comprehension</li> <li>Analysis and discussion</li> <li>EQ Notes</li> </ul>	<p><b>ANALYZE AND INTERPRET</b></p> <p><b>Close Read</b> Students will review the Close Read Model and complete the close read sections in the selection.</p> <p> Close Read Guide: Poetry</p> <p><b>Concept Vocabulary</b> Students complete activities related to the Concept Vocabulary words: entreating; implore; beguiling</p> <p><b>Word Network</b> Students add new words to their Word Network as they read texts in the unit.</p> <p><b>Word Study: Anglo-Saxon Prefix: be-</b> Students complete activities relating to the Anglo-Saxon Prefix: be-</p> <p> Exit Ticket: Anglo-Saxon Prefix: be-</p>

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	<p>relating to Plural Forms of Nouns</p> <p> Exit Ticket: Spelling: The Plural Forms of Nouns</p> <p> Reteach and Practice: Spelling: The Plural Forms of Nouns (RP)</p> <p><b>Literary / Text Elements Text Structures, Features, and Central Ideas</b> Students analyze examples of evidence and how it connects to the central idea.</p> <p> Exit Ticket: Text Structures, Features, and Central Ideas</p> <p> Reteach and Practice: Text Structures, Features, and Central Ideas (RP)</p>	<p><b>EQ Notes</b> Students add thoughts and observations about the reading.</p> <p>  Selection Test: Why Do Some Brains Enjoy Fear?</p>		<p> Reteach and Practice: Anglo-Saxon Prefix: <i>be-</i> (RP)</p> <p><b>Literary / Text Elements Poetic Conventions and Theme</b> Students analyze poetic conventions such as speaker and imagery</p> <p> Exit Ticket: Poetic Conventions and Theme</p> <p> Reteach and Practice: Poetic Conventions and Theme (RP)</p>
<b>Florida's B.E.S.T. Standards</b>				
9.V.2.1; 9.V.1.3; K12.EE.1.1; K12.EE.2.1; K12.EE.3.1	9.C.3.1; 9.R.2.1; 9.R.2.2	9.C.4.1; 9.C.5.1; 9.R.3.4	9.R.3.2; 9.V.1.2; K12.EE.1.1; K12.EE.2.1; K12.EE.4.1	9.R.1.1; 9.R.1.2; 9.V.1.2

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DAY 34	DAY 35	DAY 36	DAY 37	DAY 38
	<b>K12.EE.2.1</b>			
<b>SELECTION</b> Poetry Collection  SE pp 118-119	<b>INTRODUCE INDEPENDENT LEARNING</b>  SE pp 122-123	<b>INDEPENDENT LEARNING</b>  SE pp 124-125	<b>PERFORMANCE-BASED ASSESSMENT: Personal Narrative</b>  SE p 126	<b>PERFORMANCE-BASED ASSESSMENT: Personal Narrative</b>  SE p 127-128
<b>STUDY LANGUAGE AND CRAFT</b>  <b>Author’s Craft</b> <b>Poetic Conventions: Metrics and Rhyme</b> Students analyze meter and rhyme in the poems.  Exit Ticket: Poetic Conventions: Metrics and Rhyme  Reteach and Practice: Poetic Conventions: Metrics and Rhyme (RP)  <b>SHARE IDEAS</b>  <b>Speaking and Listening Panel Discussion</b> Students conduct a panel discussion in which you discuss transformation as it is expressed in one of the poems.  <b>EQ Notes</b> Students add thoughts and observations about the poetry.   Selection Test: Poetry Collection 1	<b>SMALL GROUP DIFFERENTIATION</b> These texts will provide an opportunity for the teacher to differentiate texts to allow students the chance to independently practice applying the benchmarks covered in Unit 1. <ul style="list-style-type: none"> <li>• Determine your low, mid, and high ability groups within your class.</li> <li>• Determine what texts your different ability level groups will use.</li> </ul> <b>INDEPENDENT LEARNING</b>  <b>Essential Question</b> <i>What is the allure of fear?</i>  <b>Independent Learning Strategies</b>  Independent Learning Strategies  <b>Texts for differentiated ability level groups:</b> <u>Low</u> -Short Story, “Mrs. Vargas and the Dead Naturalist”, 950 Lexile -Short Story, “The Feather Pillow”, 990 Lexile  <u>Mid</u> -Explanatory Nonfiction, “Sleep Paralysis: A Walking Nightmare”, 1180 Lexile -Newspaper article, “Stone Age Man’s Terrors Still Stalk Modern Nightmares”, 1180 Lexile  <u>High</u> -Criticism, “How Maurice Sendak’s “Wild Things” Moved Children’s Books Toward Realism, 1420 Lexile	<b>Close-Read Guide</b>  Students use the guide to record close-read ideas from the texts.  <b>Share Your Independent Learning</b> <ul style="list-style-type: none"> <li>• Prepare to share</li> <li>• Learn from your classmates</li> <li>• Reflect</li> </ul>	<b>PERFORMANCE-BASED ASSESSMENT</b>  <b>Share Your Perspective</b> Students use the checklist to help stay on track while writing the first draft of the essay.  <b>Revising and Editing</b> Students answer revision questions from a short quiz	

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	<ul style="list-style-type: none"> <li>- Low group students should work in a Teacher small group, where the teacher can continue to scaffold the benchmarks covered in the unit to help support these learners.</li> <li>- Mid groups can be given the option to work with a partner to complete the reading and analysis of the two selections.</li> <li>- High groups can be assigned to complete the high reading selection and do this independently.</li> </ul>		
	<b>Florida's B.E.S.T. Standards</b>		
9.R.1.1; K12.EE.4.1	K12.EE.2.1; K12.EE.1.1		9.C.1.2; 9.V.1.1

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EL Highlights

DAY 39	DAY 40	DAY 41	DAY 42	DAY 43
9.C.1.2	9.C.1.2	9.C.3.1		
<b>PERFORMANCE-BASED ASSESSMENT:</b> <b>Personal Narrative</b>  SE pp 127-128		<b>UNIT REFLECTION</b>  SE p 129		
<b>PERFORMANCE-BASED ASSESSMENT</b>  <b>Share Your Perspective</b> Students use the checklist to help stay on track while writing the first draft of the essay.  <b>Revising and Editing</b> Students answer revision questions from a short quiz.		<b>UNIT REFLECTION</b>  <b>Reflect on the Unit Goals</b> Students review unit goals and complete an activity.  Students reflect on the following: <ul style="list-style-type: none"> <li>• Unit goals</li> <li>• The texts</li> <li>• The Essential Question</li> <li>• <b>Unit 1 Test Part 1 ONLY – This is a COMMON ASSESSMENT FOR 9<sup>TH</sup> GRADE DISTRICT-WIDE</b></li> </ul>		
		<b>Florida’s B.E.S.T. Standards</b>		
9.C.1.2; 9.V.1.1		9.C.3.1		

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

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



Audio |



Video|



Downloadable / Printable Document |



Online Assessment |



EL Highlights