***Collections* Grade 9 Second Quarter**

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| **Collection 2: The Struggle for Freedom**  **Collection 2 Academic Vocabulary:** *decline, enable, impose, integrate, reveal* | **Primary CCSS covered in Collection 2:** RL 1, RL 5, RL 6, RI 3, RI 4, RI 5, RI 6, RI 7, RI 9W 1a–e, W 2, W 2b, W 3, W 4, W 5, W 6, W 7, W 8, W 9, W 9a–bSL 4L 1, L 1a, L 2a–b, L 3, L 4, L 4b, L 4c, L 4d, L 5b, L 6 |

| **Timeline** | **Selection / Feature Title**  | **Key Learning Objective**  | **Suggested Formative Assessments**  | **Vocabulary/Language Conventions** |
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| 5 days | **ANCHOR TEXT**Speech“I Have a Dream”by Martin Luther King Jr. page 47 TE | Analyze author’s use of rhetoric.RI 6Analyze seminal U.S. documents.RI 9 | Selection TestPage 53, #2How does King structure or organize his speech? Explain how each section integrates his ideas and advances his argument. | default, desolate, degenerate, inextricably, redemptiveRepetition and ParallelismRI 4, L 1a |
| 5 days | **ANCHOR TEXT**History Writingfrom *Nobody Turn Me Around: A History of the 1963 March on Washington* by Charles Euchnerpage 55 TEVide*o**AMERICA The Story of Us: March on Washington* Page 55 TE | Analyze connections between ideas and events.Analyze accounts in different mediums.Analyze impact of word choice. | Selection TestPage 69, #1Briefly describe the text structure Euchner uses in his account. How does he organize the text so that each idea is connected and developed? Cite specific examples to support your response. Page 72, #1Describe how the video presents the March on Washington. How does it differ from the history text’s account? Cite specific examples from the video and text.  | none |
| 4 days | **CLOSE READER**Speech“A Eulogy for Dr. Martin Luther King, Jr.” by Robert F. Kennedypage 72 TE | Analyze how an author uses rhetoric to advance his or her purpose. | Student Close Reader page 28Short Response: How does Kennedy’s use of rhetoric advance his argument? How does his use of parallelism help speak to a racially divided audience? | none |
| **Timeline** | **Selection / Feature Title**  | **Key Learning Objective**  | **Suggested Formative Assessments**  | **Vocabulary/Language Conventions** |
| 5 days | *Performance Assessment* Unit 1: Writing an ArgumentSteps 1 and 2 only | Write an argumentative essay.Cite and discuss evidence to support a claim.Acknowledge opposing view and refute with evidence. | Unit 1, Step 2Is reaching consensus always a good idea, orare there times when it is better to disagree?(DO NOT USE STEP 3) | ClaimCounterclaimRefute |
| 5 days | DIARYfrom *Cairo: My City, Our Revolution*by Ahdaf Soueifpage 73 | Analyze how an author unfolds events in a diary.Analyze the impact of word choice on tone. | Page 77 - **Analyze Ideas and Events**The author uses past and present events to tell her story. How does her choice and order of events affect the reader’s understanding of the text?Page 78, #4Once Soueif and her nieces join the protest, there is a distinct shift in the tone. Describe this change, citing specific examples of language that contribute to the tone. | opaque, reclaim, prism, intermittent, momentousReference SourcesL 4c, L 4d, L 6Noun PhrasesL1b |
| 5 days | **COMPARE TEXT AND MEDIA**Memoirfrom *Reading Lolita in Tehran*by Azar Nafisi page 81 TEGraphic Novelfrom *Persepolis 2: The Story of a Return*by Marjane Satrapi page 84 TE | Determine author’s point of view.RI 6Analyze accounts in different mediums.RI 7  | Selection TestPage 86, #2How is the rhetoric that both authors use effective in conveying their points of view? Explain with evidence from the texts.Page 86, #7What ideas are emphasized in both the text and the graphic novel? Explain how the graphic novel and text together enable readers to have a more complete understanding of the problems women face in Iran? | [Lolita] segregate, allocate, irrelevant, convert Denotations and ConnotationsL 4, L 5bRhetorical QuestionsL3 |
| **Timeline** | **Selection / Feature Title**  | **Key Learning Objective**  | **Suggested Formative Assessments**  | **Vocabulary/Language Conventions** |
| 5 days | **SHORT STORY**“The Censors”by Luisa Valenzuelapage 89 TE | Analyze point of view: cultural background.RL 6Analyze author’s choices. RL 5 | Selection TestPage 94, #6Why does Juan censor his own letter “without regret”? How is his final action as a censor an example of irony? How does this ending illustrate Valenzuela’s point of view about the political situation in Argentina? | staidness, negligence, subversive Suffixes That Form NounsL 4bRhetorical QuestionsL 3 |
|  4 days | **CLOSE READER**Short Story“The Prisoner Who Wore Glasses”by Bessie Headpage 96 TE | Analyze point of view: cultural background.RL 6 | Page 36 Student *Close Reader*Short ResponseHead’s writing has been described as “having the dimensions of a parable”—a short, simple story illustrating a moral or spiritual truth. What simple truth does Head illustrate in “The Prisoner Who Wore Glasses”? Why is it particularly meaningful given her cultural point of view?”  | Colons and SemicolonsL 2a–b  |
| October 13 – 17 | **End-of-Collection Assessments:**Collection 2 Performance Task: Write an Argument W 1a–e, W 4, W 5, W 9a–b Collections 2 Unit Test: The Struggle for Freedom |

NOTE: Teachers should work in grade level teams at each school site in making decisions about adjustments in pacing, exclusion of selections within a collection, and novel study.