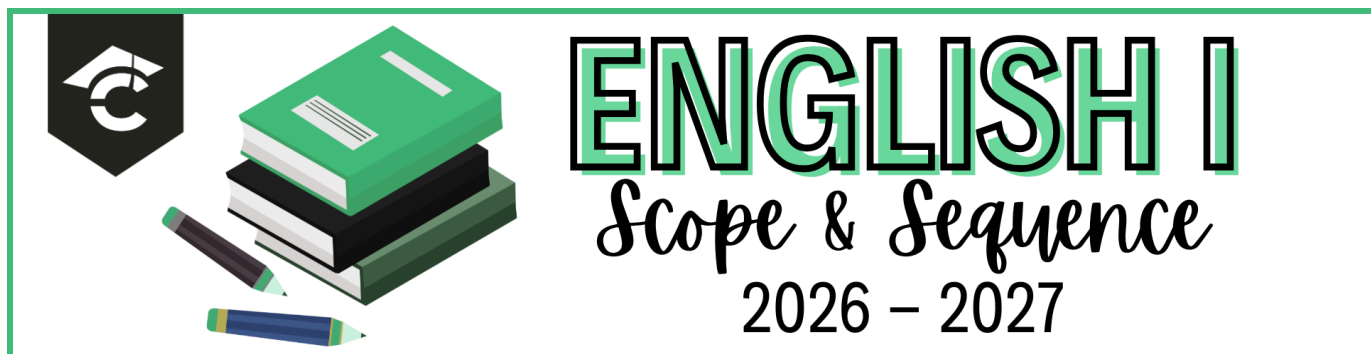




Teachers are obligated to use the following anchor texts and writing tasks from Savvas myPerspectives and CCT-approved materials. Teachers may choose supplemental texts from designated Savvas units and/or principal-approved materials making sure to choose a variety of text types each nine weeks.

N1: Journeys of Transformation

Savvas myPerspectives Grade 9 Unit 5

Dates:	Aug 5 - Oct 9 (44 days)
Pacing Guides:	Unit 5 p. 542A (Savvas Curriculum Map) (EOC Question Stems)
State Assessments:	FastBridge Fall Reading Universal Screener Window TBD
Essential Question:	What can we learn from a journey?
Required Texts:	• The Odyssey Unit 5 pg. 564 (Choose at least 5 books from Parts One and Two to provide students a clear scope of the epic journey) • "The Hero's Journey" by Jessica McBirney (CommonLit) AND/OR "The Hero's Adventure" by Joseph Campbell and Bill Moyers p. 660
Suggested Supplemental Materials and Texts:	• Unit 5 Poetry Collection 1: "Courage," "Ithaka," and "from The Narrow Road of the Interior" p. 670 • "Lotus Eaters" (poem by Tenneyson) • "Siren Song" (poem by Atwood) • "Invictus" (poem by Henley) • "Still I Rise" (poem by Angelou) • "Penelope" (poem by Parker)
Writing Task:	Narrative Essay (N1 Fall Written Expression Screener) Due Oct 23
Suggested Writing Prompts:	• Write a narrative sequel that begins after the last sentence of a specific text. • In a similar style and format as the original, write a narrative from a different point of view and perspective. Use the same timeline, characters, etc.

N2: Expectations

Savvas myPerspectives Grade 9 Unit 4

Dates:	Oct 19 - Dec 17 (37 Days)
Pacing Guide:	Unit 4 p. 356A (Savvas Curriculum Map) (EOC Question Stems)
District Assessments:	• Benchmark #1 Window Oct. 26-30 • FastBridge Winter Reading Universal Screener Window TBD • Midterm Exams Dec 14-16 (District Exam Insert)
Essential Question:	How do expectations influence and affect people's decisions? (Suggested Thematic Focus: Expectations concerning obedience, marriage, roles of women, family allegiance, reputation, importance of communication, consequences of impulsivity.)
Required Texts:	<i>Romeo and Juliet</i> p.376 (Whole Text or the Following Selected Excerpts) • Prologue • Opening Scenes (Act I, Scenes i-ii) • The Party Scene (Act I, Scene v) • Balcony Scene (Act II, Scene ii) • Fight Scene (Act III, Scene i) • The Friar's Plan (Act IV, Scene i) • The Death Scene (Act V, scene iii)
Suggested Supplemental Materials and Texts:	• Pyramus & Thisbe (<i>A Midsummer Night's Dream</i>, Act 5, Scene i) • There is No Escaping Shakespeare video • Historical Context: Elizabethan England p. 366 • The Lure of Shakespeare (Common Lit) • If Romeo and Juliet had Cell Phones (Savvas Online Platform) • What's the Rush? Young Brains Cause Doomed Love (Savvas Online Platform) • Adolescence and the Teenage Crush (Common Lit) • Fear Prompts Teens to Act Impulsively (Common Lit) • On Reverence for Parents (Common Lit) • Shakespeare's "Sonnet 18", "Sonnet 29", "Sonnet 130," and/or Browning's "Sonnet 43" • "What's Going on in the Teenage Brain" • Understanding the Mysterious Teenage Brain
Writing Task:	Informative Essay (N2 Winter Written Expression Screener) due Jan 8
Suggested Writing Prompts:	• Identify the possible causes of Romeo's and Juliet's behavior, explaining how different actions and decisions could have prevented the end results. Cite and compare specific actions from the play and informational texts to scientifically explain the behavior. • Choose a character in the play and analyze how his or her character develops over the course of the play. Discuss character traits using STEAL (speech, thoughts, effects on others, actions, looks) examples for concrete details and textual support. • Write an essay in which you compare two characters in the play and explain their similarities and/or differences in personality and behavior as well as how these foils advance the theme(s) and outcome of the play.

	Choose a thematic expectation from the play and analyze how it is addressed over the course of each play. Explain the significance of addressing the chosen theme and how it still applies to teens today.
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N3: The Literature of Civil Rights <i>Savvas myPerspectives</i> Grade 9 Unit 3	
Dates:	Jan 6 - Mar 12 (46 Days)
Pacing Guide:	p. 250A (Savvas Curriculum Map) (EOC Question Stems)
District Assessments:	English I Benchmark #2 Window Feb 22-26
Essential Question:	How do authors use rhetoric to influence an audience?
Required Texts:	"I Have a Dream" p. 261 "Remarks on the Assassination of Martin Luther King, Jr." p. 294 (transcribed speech on Common Lit) "Perils of Indifference" from Common Lit
Suggested Supplemental Materials and Texts:	- Speak Up, Speak Out: Speech and Rhetoric Unit in CommonLit - Includes "I Have a Dream," "Perils of Indifference," and various others Animal Farm by George Orwell OR another novel of teacher choice with thematic connection. Please check with CCT if the subject matter or language of the novel might be a concern. "Old Major's Speech" (Ch. 1 of <i>Animal Farm</i>) "Address to the Commonwealth Club of California" by Cesar Chavez "1963: The Year that Changed Everything" Unit 3 Launch Text p. 254 "Letter From Birmingham Jail" p.270 - Poetry Collection: "For My People" and "Incident" p. 312 "I, Too" (Common Lit) "Still I Rise" (if not previously taught in N1) Civil Rights Turning Points in Every Decade video "Am I My Brother's Keeper?" "Address to Congress on Women's Suffrage" from Common Lit "Life Isn't Fair-Deal With It" from Common Lit
Writing Task:	Argument Essay (N3 Spring Written Expression Screener) due Mar 25
Suggested Writing Prompts:	- In a well-developed essay, argue which author more effectively supports his/her claims in the speech (choose two speeches for the stimulus). - In a well-developed essay, evaluate the author's use of rhetorical strategies and assert which rhetorical strategies were the most effective. Be sure to identify and explain the rhetorical devices used and the effect those devices have on the audience.

N4: Survival and/or The World's End

Savvas myPerspectives Grade 9 Unit 2 and/or Unit 6

Dates:	Mar 22 - May 26 (47 days)
Pacing Guide: EOC Question Stems	Unit 2 (p. 122A): Savvas Curriculum Map Unit 6 (p. 694A): Savvas Curriculum Map
District/State Assessments:	FastBridge Spring Reading Universal Screener Window TBD TCAP EOC Window April 19 - May 6 Final Exams May 21 - 25
EOC Considerations:	• Identify priority standards from classroom, school, and district data • Embed EOC-like questions in classroom readings • Utilize EOC Review Materials for classroom activities • Review narrative, informative, and argument writing
Essential Questions:	Unit 2: What does it take to survive? Unit 6: Why do we try to imagine the future?
Required Texts:	Novel Study or 3-5 texts from <i>Savvas myPerspectives</i> Unit 2 and/or 6
Suggested Supplemental Materials and Texts:	• <i>Lord of the Flies</i> by William Golding • <i>Fahrenheit 451</i> by Ray Bradbury • "By the Waters of Babylon" p. 704 • "There will Come Soft Rains" p. 723 • "All Summer in a Day" by Ray Bradbury • <i>RadioLab</i> "War of the Worlds" & "The Myth of the <i>War of the Worlds</i> Panic" p. 770 • Poetry Collection 2 ("Fire and Ice"/"Perhaps the World Ends Here") (Savvas Online Platform) • "Most Dangerous Game" by Richard O'Connell (Savvas Online Platform)
Writing Task:	Optional Research Paper/Project