

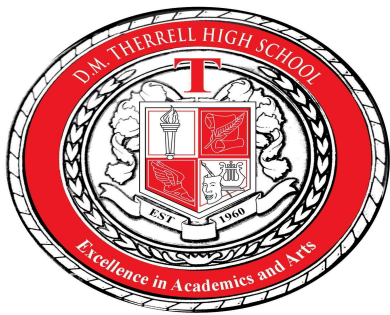
Daniel McLaughlin Therrell High School

[Subject Group Overview]

Yearly Planner

SY 2024-2025

Teacher(s)	Mrs. Bennett and Mrs. Carson		Year - Grade	Year 4 - Grade 9	Subject	Lang & Lit
	Name of Course	9th Grade Literature Composition				
Unit #	Unit 1	Unit 2	Unit 3	Unit 4		
Unit length (4 to 8 weeks)	9 weeks	9 weeks	9 weeks	9 weeks		
Unit title	American Voices	Survival	The Literature of Civil Rights	Star-Crossed Romances		
Learner Profile (Select 2)	Principled Inquirer	Balanced Knowledgeable	Open-Minded Risk Taker Thinker	Communicators Inquirers Reflective		
Key concept (Select only 1-2)	Perspectives	Connections	Change Communication	Responsibility Creativity		
Related concept(s) (Select 2-3)	Point of View Self-Expression Context	Character Purpose	Intertextuality Structure Genre	Relationships Communities Style		
Global context + Global context exploration	Identities and Relationships <i>-Moral Reasoning and Ethical Judgment</i>	Globalization and Sustainability <i>-Commonality, diversity, and Interconnection</i>	Personal and Cultural Expression <i>-Social Constructions of Reality</i>	Fairness and Development <i>-Justice, peace, and conflict management</i>		



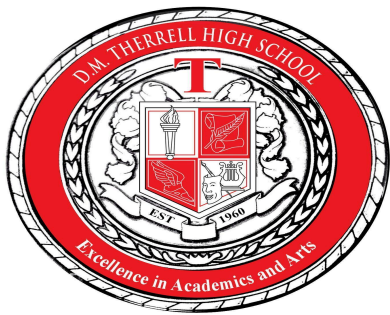
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Statement of Inquiry Note: must include the Global Context Exploration, Key Concepts & Related Concepts	Personal efficacy includes relationships of multiple perspectives.	The interconnectedness of human-made systems and communities.	The power of language shapes perspectives, challenges injustice, and inspires change in the pursuit of civil rights.	Relationships cultivate responsibility within communities, expressed through creativity and style, ultimately promoting justice and peace		
Current Event or Real Life Connection	Students will research current events in reference to what it means to be an American.	Students will research current events in reference to survival.	Students will research current events in reference to civil rights.	Students will research peer pressure, the desire to defy authority, and the consequences of hasty decisions.		
Inquiry Questions <ul style="list-style-type: none">FactualConceptualDebatable	<i>Is there such a thing as the “correct” way to be an American?</i> <i>Is being an American a matter of geography?</i> <i>What does it mean to be “American”?</i>	<i>What does it mean to survive? What determines who lives and who dies?</i> <i>Should people in life-or-death situations be held accountable for their actions?</i>	<i>How can words inspire change? Who participated in the civil rights movement?</i> <i>What impact did the civil rights movement have on the United States?</i>	<i>Do we determine our own destinies?</i> <i>Should the opinions of others affect our own choices or destinies?</i> <i>Do we determine our own direction in life and in love? Or are we simply at the mercy of fate?</i>		
Subject-group objective(s)/ Assessment Criteria	<p>A - Analyzing</p> <p>i. Analyze the content, context, language structure, techniques and style of text(s) and the relationship among texts.</p> <p>B-Organizing</p> <p>i. employ organizational structures that serve the context and intention</p> <p>C-Producing Text</p>	<p>A - Analyzing</p> <p>i. Analyze the content, context, language structure, techniques and style of text(s) and the relationship among texts.</p> <p>ii. analyse the effects of the creator’s choices on an audience</p> <p>B-Organizing</p>	<p>A - Analyzing</p> <p>i. Analyze the content, context, language structure, techniques and style of text(s) and the relationship among texts.</p> <p>ii. analyse the effects of the creator’s choices on an audience</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. evaluate similarities and differences by</p>	<p>A - Analyzing</p> <p>i. Analyze the content, context, language structure, techniques and style of text(s) and the relationship among texts.</p> <p>ii. analyse the effects of the creator’s choices on an audience</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. evaluate similarities and differences by</p>		



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	<div><div>i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process</div><div>iii. select relevant details and examples to develop ideas</div><div>D – Using language</div><div>i. use appropriate and varied vocabulary, sentence structures and forms of expression</div><div>ii. write and speak in a register and style that serve the context and intention</div><div>iii. use correct grammar, syntax and punctuation</div><div>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques.</div></div>	<div><div>i. employ organizational structures that serve the context and intention</div><div>ii. organize opinions and ideas in a sustained, coherent and logical manner</div><div>C-Producing Text</div><div>i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process</div><div>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</div><div>D – Using language</div><div>i. use appropriate and varied vocabulary, sentence structures and forms of expression</div><div>ii. write and speak in a register and style that serve the context and intention</div><div>iii. use correct grammar, syntax and punctuation</div><div>iv. spell (alphabetic languages), write (character languages) and</div></div>	<div><div>connecting features across and within genres and texts</div><div>B-Organizing</div><div>i. employ organizational structures that serve the context and intention</div><div>ii. organize opinions and ideas in a sustained, coherent and logical manner</div><div>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</div><div>C-Producing Text</div><div>i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process</div><div>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</div><div>D – Using language</div></div>	<div><div>connecting features across and within genres and texts</div><div>B-Organizing</div><div>i. employ organizational structures that serve the context and intention</div><div>ii. organize opinions and ideas in a sustained, coherent and logical manner</div><div>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</div><div>C-Producing Text</div><div>i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process</div><div>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</div><div>iii. select relevant details and examples to develop ideas</div><div>D – Using language</div></div>		
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		<p>pronounce with accuracy v. use appropriate non-verbal communication techniques.</p>	<p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in a register and style that serve the context and intention</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques.</p>	<p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in a register and style that serve the context and intention</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques.</p>		
ATL skills + ATL Skill indicators	<p>Communication</p> <p>- Communicating information and ideas using an appropriate style for the audience and purpose.</p> <p>- Structure information and ideas in a way that is appropriate to the specific format.</p>	<p>Critical Thinking</p> <p>- Discuss concepts, issues, models, visual representation, and theories.</p> <p>- Interpret different perspectives and their implications.</p>	<p>Investigating</p> <p>- Formulate a clear and focused research question and justify its relevance.</p> <p>- Use research methods to collect and record relevant information.</p>	<p>Self-Management</p> <p>- Affective skills that demonstrate an engaging, positive, empathetic attitude. Diplomatic responses and solutions are shared, indicating integrity, presence, problem solving and agility which builds respect and understanding.</p>		



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Content <ul style="list-style-type: none">• Topics• Skills• Knowledge	ELAGSE9-10RI1 – Cite Textual Evidence ELAGSE9-10RI2 – Determine the Central Idea ELAGSE9-10RL2 – Determine the Theme/Central Idea ELAGSE9-10L3 – Analyze Complex Characters in the Text ELAGSE9-10W3 – Write Narrative Texts	ELAGSE9-10L3 – Analyze Complex Characters in the Text ELAGSE9-10RL4 – Demonstrate understanding Figurative Language ELAGSE9-10RI6 – Determine the Author’s Point of View ELAGSE9-10RI8 – Delineate and evaluate the argument ELAGSE9-10W1 – Write Arguments Texts	ELAGSE9-10RI1 – Cite Textual Evidence ELAGSE9-10RI2 – Determine the Central Idea ELAGSE9-10L4 – Determine or clarify the meaning of unknown words ELAGSE9-10W2 – Write informative/explanatory texts ELAGSE9-10W2(a) – Introduce a topic; organize complex ideas	ELAGSE9-10RI8 – Delineate and evaluate the argument ELAGSE9-10W1 – Write Argumentative Texts ELAGSE9-10L4 – Determine or clarify the meaning of unknown words ELAGSE9-10L4(b) – Identify parts of speech		
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