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| **Title/ NOTE:** Modify Master Units. Daily lesson plans should indicate specific strategies.  **A unit = 5 to 7 weeks** | **Collection/Unit 1 – Ourselves and Others**  **Cross Discipline: History**  August/September | **Collection/Unit 2 – The Natural World**  **Cross Discipline: Science and Technology**  October | **Collection/Unit 3 – Responses to Change**  **Cross Discipline: Science**  November/December | **Collection/Unit 4 – How We See Things**  **Cross Discipline: Science/Math**  January/February | **Collection/Unit 5 – Absolute Power**  **Cross Discipline: History**  March/April | **Collection/Unit 6 – Hard-Won Liberty**  **Cross Discipline: History/Technology**  May/June |
| **Performance Task/Assessment**  Use textbook assessments  Measuring Up and Accelerated Reader must be used within the context of the unit and aligned with the skills in the Units.  Concept Tests | **EOC #1**  **Final: Speech\***  \*The first task can be modified **–** review writing process, good paragraphs, description, adapting speech for situations, and public speaking | **Final: Research Report\***  \*The first task can be modified **–** asking questions, gathering evidence, evaluating, paraphrasing, quoting, summarizing, sourcing | **EOC #2**  **Final: Panel Discussion**  **Assess Whole Task**  Participation, adjusting speech to context, evaluating speakers | **Final: Narrative Essay**  **Assess Whole Task**  Description, word choice, transitions, writing process steps – revision vs. editing | **Final: Analytical Essay**  **Assess Whole Task**  Evaluate steps in the research process, paraphrasing, summary writing, quoting and integrating | **EOC #3**  **Final: Teacher Choice**  **Assess Whole Task** |
| **Enduring Understanding** | We are part of a greater whole. | Individuals impact culture. | Change is part of who we are. | We see things differently. | The quest for power is universal. | Freedom has limits. |
| **Essential Question** | How do my interactions with others shape who I am and what I believe? | To what extent do my actions influence the world around me? | What does my response to change say about who I am? | When I see things, how will I know if it is the same or different than others see it? | How do I seek power in my everyday life? | To what extent do I feel held back by those around me? |
| **Partial Learning Standards/Skills**  Focus standards – additional standards appear in SIS, filling out the scope and sequence for the grade level | Analyze the impact of cultural background on point of view; analyze a Supreme Court opinion, cite evidence used to make inferences in an editorial, and compare tone in two texts by analyzing the impact of word choice. Present information and findings, supporting information, and adapt speech to audience.  **Academic vocabulary**  Use the following words repeatedly: discriminates, diverse, inhibit, intervene, rational  **Additional vocabulary added from texts** | Determine a central idea in an essay and figurative, connotative, and technical meanings of words and phrases; analyze a writer’s choices in terms of text structure, figurative meaning, and tone. Conduct short research projects, gather relevant information, draw evidence from texts, and write informational/explanatory texts.  **Academic vocabulary**  Use the following words repeatedly: advocate, discrete, domain, enhance, scope  **Additional vocabulary added from texts** | Cite text evidence to support inferences; analyze representations in different mediums – compare/contrast. Initiate and participate in collaborative discussions, draw evidence from texts, evaluate a speaker’s point of view, and adapt speech to context.  A**cademic vocabulary**  Use the following words repeatedly: abstract, evolve, explicit, facilitate, infer  **Additional vocabulary added from texts** | Identify and compare poetic structure across two poems as well as paraphrase and summarize ideas; analyze the development of ideas in non-fiction; determine meaning and analyze ideas. Use descriptions and images to write a narrative, short story.  **Academic vocabulary**  Use the following words repeatedly: differentiate, incorporate, mode, orient, perspective  **Additional vocabulary added from texts** | Analyze interactions between characters and theme; cite evidence and make inferences; write objective summaries and paraphrase. Draw evidence from literary and non-fiction texts and write informational/explanatory texts.  **Academic vocabulary**  Use the following words repeatedly: comprise, incidence, priority, thesis, ultimate  **Additional vocabulary added from texts** | Analyze argument in a seminal document, cite evidence, discern an argument to determine if it is reasonable. Identify claims and counter-claims. Ethos, Logos, and Pathos. Add writing…  **Academic vocabulary**  Use the following words repeatedly: comprehensive, equivalent, incentive, innovate, media  **Additional vocabulary added from texts** |
| **Suggested Strategies**  Vocabulary and Language Skills are taught in context. (Connotation/Denotation)  Introduce a new research based strategy with each unit | Implement balanced Literacy, Gradual Release Models  Specific Close Reading and Guided Reading Strategies  Your favorite strategy… Research Skills | Implement balanced Literacy, Gradual Release Models  Specific Close Reading and Guided Reading Strategies  Cornell Notes, I Say, They Say, Research Skills | Implement balanced Literacy, Gradual Release Models  Specific Close Reading and Guided Reading Strategies  Turn and Talk, Debate, Venn Diagrams | Implement balanced Literacy, Gradual Release Models  Specific Close Reading and Guided Reading Strategies  Writing process – prewriting, drafting, revising, and publishing… Looping | Implement balanced Literacy, Gradual Release Models  Specific Close Reading and Guided Reading Strategies  Double Entry Notes, Readers Journals, Word Trace, and Shakespeare Set Free | Implement balanced Literacy, Gradual Release Models  Specific Close Reading and Guided Reading Strategies  Color Marking, Debate, Trailing the Text, Point Counterpoint |
| **3 Texts From Close Reader**  **2 Anchor Texts**  **3 Novels Maximum Per Year** | “The Wife’s Story” Short Story, “Commission on Human Rights” Public document, and “Towards a True Refugee” Speech  “What, Of This Goldfish, Would You Wish?” Short Story, “Texas Vs. Johnson” Court Opinion, “American Flag…” Editorial | “Sea Stars” Essay, “Starfish” Poem, Emma Marris: In Defense…” Blog, “The Seventh Man” Short Story  ‘Called Out” Essay and “My Life As A Bat” Short Story | “The Starry Night” Poem and Painting, “Life After People” Science writing  from “The Metamorphosis” Novella  from “The Metamorphosis” Graphic Novel | The Trouble With Poetry Today” Essay, “Every Second Counts” Book Review, and “Whale Sharks Use…” New Article  “We Grow Accustomed to the Dark” Poem, “Coming To Our Senses” Science Writing, “The Math Instinct” Math Writing | “The Tragedy of Macbeth: Drama  “The Tragedy of Macbeth” Drama | “Speech At The March On Washington” Speech, “Bile” Short Story  “Letter From A Birmingham Jail” Argument Essay  Other… |