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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 – Coming To America**  **Cross Discipline: History – Read Historical Background**  August/September | **Collection/Unit 2 – Building A Democracy**  **Cross Discipline: History – Read Historical Background**  October | **Collection/Unit 3 – The Individual and Society**  **Cross Discipline: Technology and History – Read Historical Background**  November/December | **Collection/Unit 4 – A New Birth of Freedom**  **Cross Discipline: Technology and History – Read Historical Background**  January/February | **Collection/Unit 5 – An Age of Realism**  **Cross Discipline: History – Read Historical Background**  March/April | **Collection/Unit 6 – The Modern World**  **Cross Discipline: History – Read Historical Background**  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: Argument\***  \*The first task can be modified **–** assess knowledge of claims and counter-claims, compare/contrast adaptations | **Final: Informative Essay\***  \*The first task can be modified **–** organizing writing information text to compare/contrast | **EOC #2**  **Final: Debate an Issue**  **Assess Whole Task**  Participation, adjusting speech to context, evaluating speakers | **Final: Persuasive Speech**  **Assess Whole Task**  Understand how to adapt speech to context and how to write a persuasive speech – writing vs. oral | **Final: Analytical Essay**  **Assess Whole Task**  Evaluate steps in the research process, paraphrasing, summary writing, quoting and integrating | **EOC #3**  **Final: Panel Discussion and Argument**  **Assess Whole Task** |
| **Enduring Understanding** | Countries are made up of complex people. | Balancing individual and social rights is difficult. | Writers represent culture and society. | Equality is a struggle. | Social change is inevitable. | Literature reflects our responses to the world. |
| **Essential Question** | How does society decide whose beliefs and values will be represented? | How do I determine when the rights of others must go ahead of my own? | How did writer’s shape literature to reflect American ideas? | How can there be rights without laws to support them? | What are the side effects of growth and how do we cope with them? | How do you reflect the world in your own words? |
| **Partial Learning Standards/Skills**  Focus standards – additional standards appear in SIS, filling out the scope and sequence for the grade level | Identify and analyze the central ideas of a foundational document; trace and evaluate an argument. Draw evidence from literary or informational texts and write arguments to support claims.  **Academic vocabulary**  Use the following words repeatedly: adapt, coherent, device, displace, dynamic  **Additional vocabulary added from texts** | Analyze the features of two foundational U.S. documents. Gather and evaluate information from multiple sources and write informative/explanatory text supported by evidence.  **Academic vocabulary**  Use the following words repeatedly: contrary, founder, ideological, publication, revolution  **Additional vocabulary added from texts** | Determine themes in poetry; analyze how an author’s choices concerning the structure of a text contribute to its meaning. Present information, participate in effective collaborative discussions, evaluate a speaker, draw evidence from the texts and write an argument/informative/explanatory text.  A**cademic vocabulary**  Use the following words repeatedly: analogy, denote, quote, topic, unique  **Additional vocabulary added from texts** | Evaluate a seminal U.S. speech and analyze premises and purposes of author’s arguments. Present information and evidence, draw evidence from texts, and write arguments to support claims.  **Academic vocabulary**  Use the following words repeatedly: confirm, definitely, deny, format, unify  **Additional vocabulary added from texts** | Determine a story’s themes and distinguish realism from naturalism. Draw evidence from literary or information texts to support analysis and write information/explanatory texts.  **Academic vocabulary**  Use the following words repeatedly: ambiguous, clarify, implicit, revise, somewhat  **Additional vocabulary added from texts** | Analyze character motivations in a short story and support inferences about those motivations with evidence from the text; identify and analyze elements of a drama. Participate in collaborative discussion, evaluate speakers, adapt speech, gather information, draw evidence from texts and write arguments to support claims.  **Academic vocabulary**  Use the following words repeatedly: contemporary, global, infinite, simulated, virtual  **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, **Research Skills** | Implement balanced Literacy, Gradual Release Models  Specific Close Reading and Guided Reading Strategies  I Say, They Say, Public Speaking, **Research Skills** | Implement balanced Literacy, Gradual Release Models  Specific Close Reading and Guided Reading Strategies  Double Entry Notes, **Research Skills** | 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 General History of Virginia” Historical Account, “Mother Tongue” Essay, “Indian Boy Love Song” Poem  From “Of Plymouth Plantation” Historical Account | “Public Document from Founders,” “Petition to the Massachusetts General Assembly” “Abigail Adams” Article  “The Declaration of Independence” Public Document, “Preamble and Bill of Rights” Public Document | “I Hear America Singing” & “A Noiseless Patient Spider” Poems, “Self Reliance” & “Nature” Essays, “Spoiling Walden…” Essay  “Song of Myself” Poem, “Against Nature” Argument Essay | “The Emancipation Proclamation” Legal Document, “The Iroquois Constitution” Public Document, “Bonding Over a Mascot” Newspaper  “Second Inaugural Address” Speech | “The Men In The Storm” Short Story, “The Yuckiest Food In The Amazon” Article, “A Journey” Short Story  “To Build A Fire” Short Story | “Ambush” Short Story, “The Weary Blues” Poem, and “How It Feels to Be Colored Me” Poem  “Winter Dreams” Short Story and “The Crucible” Drama |