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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 – Chasing Success**  August/September | **Collection/Unit 2 – Gender Roles**  **Cross Discipline: History**  October | **Collection/Unit 3 – Voices of Protest**  **Cross Discipline: History**  November/December | **Collection/Unit 4 – Seeking Justice, Seeking Peace**  **Cross Discipline: History – Read Historical Background**  January/February | **Collection/Unit 5 – Taking Risks**  **Cross Discipline: Science**  March/April | **Collection/Unit 6 – Finding Ourselves in Nature**  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/Requirements | **EOC #1**  **Final: Compare/Contrast Essay**  **Assess Whole Task**  Focus on organizational options  **Required Senior Research** | **Final: Structured Group Discussion**  **Assess Whole Task**  Notes, preparedness, evaluation of speakers, and participation  **Required Senior Research** | **EOC #2**  **Final: Structured Group Discussion**  **Assess Whole Task**  Participation, adjusting speech to context, evaluating speakers  **Senior Research completed!** | **Final: Argument**  **Assess Whole Task**  Organization, transitions, evidence, and claims | **Final: Present A Speech**  **Assess Whole Task**  Presentation, use of voice, eye contact, and evidence/details in written document | **EOC #3**  **Final: Personal Narrative**  **Assess Whole Task**  Organization, description, imagery, dialogue, and word choice |
| **Enduring Understanding** | Sacrifice is part of success. | Society proscribes roles for its people. | People react to injustice in different ways. | People decide to seek revenge or reconciliation. | Taking risks is important for personal growth. | Nature can be a mirror to humanity. |
| **Essential Question** | What would you give up in order to be successful? | How does the role you were assigned fit who and what you are? | What issues cause you to have adversarial reactions? | How do you decide if you will resolve a conflict or fight? | How do you determine when risking everything is the right thing to do? | How do you see yourself reflected in the natural world around you? |
| **Partial Learning Standards/Skills**  Focus standards – additional standards appear in SIS, filling out the scope and sequence for the grade level | Determine central ideas and integrated and evaluate information in an essay; analyze the impact of author’s word choices and cite text evidence to support inferences. Draw evidence literary and informational texts and write informative/explanatory texts.  **Academic vocabulary**  Use the following words repeatedly: accumulate, appreciation, conform, persistence, appreciation  **Additional vocabulary added from texts** | Analyze the narrator and the frame-story structure of a narrative or a poem; determine an author’s point of view about a complex subject and determine the central ideas of an essay. Initiate and participate in a range of collaborative discussions, building on the ideas of others.  **Academic vocabulary**  Use the following words repeatedly: bias, complementary, exploit, inclinations, predominance  **Additional vocabulary added from texts** | Delineate and evaluate an argument as well as determine connotative meanings of the language used: analyze satire and its historical context. Identify and analyze aspects of an argument. Initiate and participate in a range of collaborative discussions, building on the ideas of others. Gather, evaluate, and use information in a research paper.  A**cademic vocabulary**  Use the following words repeatedly: controversy, convince, ethics, radical, tension  **Additional vocabulary added from texts** | Analyze both the language and structure of the play; analyze ideas and events developed in the text to draw conclusions about them. Draw evidence from the text and write arguments to support claims.  **Academic vocabulary**  Use the following words repeatedly: drama, integrity, mediate, restrain, trigger  **Additional vocabulary added from texts** | Analyze characteristics of epic and oral poetry. Cite textual evidence with quotes, paraphrases, and summaries. Make claims and support with evidence. Write informative/explanatory texts.  **Academic vocabulary**  Use the following words repeatedly: assurance, collapse, conceive, devote, vision  **Additional vocabulary added from texts** | Discuss the impact of word choice, syntax, other stylistic traits, and figurative language on the author’s ability to achiever her purpose. Cite evidence to demonstrate understanding. Write narratives using the same elements identified in the readings.  **Academic vocabulary**  Use the following words repeatedly: encounter, intensity, restore, theme, visualize  **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… | Implement balanced Literacy, Gradual Release Models  Specific Close Reading and Guided Reading Strategies  Socratic Seminar, I Say, They Say, **Research Skills** | Implement balanced Literacy, Gradual Release Models  Specific Close Reading and Guided Reading Strategies  Turn and Talk, Reciprocal Teaching,, **Research Skills** | Implement balanced Literacy, Gradual Release Models  Specific Close Reading and Guided Reading Strategies  I Say, They Say, Trailing the Text, Point Counterpoint, Shakespeare Set Free | Implement balanced Literacy, Gradual Release Models  Specific Close Reading and Guided Reading Strategies  Double Entry Notes, Reading Journal/Dialectic | Implement balanced Literacy, Gradual Release Models  Specific Close Reading and Guided Reading Strategies  Color Marking, Imagery Games, and Story Telling, Authors Chair |
| **3 Texts From Close Reader**  **2 Anchor Texts**  **3 Novels Maximum Per Year** | “Kewauna’s Ambition” Nonfiction, “A Right to Choose Single- Sex Education” Opinion, and “Next Term, We’ll Mash You” Short Story  “Marita’s Bargain” Essay, “A Walk To The Jetty” Novel Excerpts | “The Pardoner’s Tale” Narrative Poem, “Pink Think” Essay  ‘The Wife of Bath” Narrative Poem and  “The Men We Carry In Our Minds” Essay  “ | “People and Peace, Not Profits and War” Speech, “Who Speaks for the 1%?” Article and “Elsewhere” Poem  “Speech on the Vietnam War” Speech, “A Modest Proposal” Satire | “The Tragedy of Hamlet” Drama, “Nobel Prize Acceptance Speech” Speech  “The Tragedy of Hamlet” Drama, “Blocking the Transmission of Violence” Feature Article | From “Beowulf”, “Blackheart” Short Story, and “Are Genetically Modified Foods Scary?”  From “Beowulf” | “Local Deer” Essay, Poems by Williams and Chang, “Trees” Essay  “Living Like Weasels” Essay |