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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 –** **Bold Actions** August/September | **Collection/Unit 2 –****Perception and Reality**October  | **Collection/Unit 3 –****Nature at Work****Cross Discipline: Science**November/December | **Collection/Unit 4 – Risk and Exploration** **Cross Discipline: Science**January/February | **Collection/Unit 5 – The Stuff of Consumer Culture** **Cross Discipline: Technology**March/April | **Collection/Unit 6 – Guided by a Cause****Cross Discipline: History**May/June |
| **Performance Tasks/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 UnitConcept Tests | Pre-Test Writing**Final: Present Oral Commentary\*****\***This first task can be modified – note taking as writing, present openings, elements of argument. | **Final: Write an Opinion or Expository Essay\***\*The second task can be modified – opening paragraphs, good sentences, summarizing, paraphrasing, etc.  | **Final: Write a memoir****Assess Most of Task**The use of descriptive details, imagery, and dialogue | **Final: Give a Persuasive Speech****Assess Whole Task** Teach rubric and connect writing and speaking **and identifying elements of an argument** | **Final: Create a multi-media presentation.****Assess Whole Task** Technology Integration | Post Test Writing**Final: Write an Expository Essay****Assess Whole Task**Organizational patterns, transition words, word choice |
| **Enduring Understanding** | We all win and lose. | Perception and reality are different concepts. | Nature is reflected in writing. | All things have limits.  | There are wants and there a needs. | Individuals change the world. |
| **Essential Question** | How have I been shaped by success and failure?  | How do my perceptions shape my reality?  | How do I use writing to reflect the natural world around you?  | How do I know when to take more risks or stop? | How do I determine when I have enough? | How am I inspired to make changes? |
| **Partial Learning****Standards/Skills**Focus standards – additional standard appear in SIS, filling out the full scope and sequence for the grade levelNote: Standards skipped and units out of order may not align with assessments  | Identify, analyze, and make inferences about the elements of plot in a short story; analyze the elements of a myth and determine two or more themes. Gather information, draw evidence from texts, present claims, and write arguments.**Academic vocabulary** Use these words repeatedly: aspect, cultural, evaluate, resource, text**Additional vocabulary added from texts**  | Identify elements of a folktale and summarize the story; analyze the elements of a drama and make comparisons between a script and a performance. Cite textual evidence and write arguments or informative/explanatory texts.**Academic vocabulary** Use these words repeatedly: abnormal, features, focus, perceive, task**Additional vocabulary added from texts** | Identify features of a memoir and analyze the author’s style; Analyze poetic form and learn how poets use figurative language to express feelings and ideas. Write narratives, use details, imagery, and dialogue.A**cademic vocabulary** Use these words repeatedly:affect, element, ensure, participate, specify**Additional vocabulary added from texts** | Trace and evaluate an argument; conduct short research projects, gather relevant information, present claims, write arguments, and use multimedia elements, and adjust speech.**Academic vocabulary** Use these words repeatedly: complex, potential, rely, stress, valid **Additional vocabulary added from texts**  | Identify cause-and-effect patterns of organization in an informational text and draw conclusions from the text and graphs; conduct short research projects, gather relevant information, present claims, write information/expository texts, and use multimedia elements. **Academic vocabulary**Use these words repeatedly: attitude, consume, goal, purchase, technology**Additional vocabulary added from texts**  | Determine central ideas and details analyze chronological order, and analyze author’s writings on the same topic; identify and analyze elements of a personal essay and determine author’s point-of-view.**Academic language** Use these words repeatedly: contrast, despite, error, inadequate, interact**Additional vocabulary added from texts**  |
| **Suggested Strategies**Vocabulary and language skills are taught in context (Connotation/Denotation)Select a new researched based strategy to introduce with each unit. | Implement Balanced Literacy and Gradual Release ModelsSpecific Close Reading and Guided Reading StrategiesYour favorite strategy  | Implement Balanced Literacy and Gradual Release ModelsSpecific Close Reading and Guided Reading StrategiesResearch Skills – Inference Questions/Two Column Notes | Implement Balanced Literacy and Gradual Release ModelsSpecific Close Reading and Guided Reading StrategiesParagraph Shrinking, Sentence Starters, Character Change Grids | Implement Balanced Literacy and Gradual Release ModelsSpecific Close Reading and Guided Reading StrategiesResearch Skills - Word Maps, They Say, I Say  | Implement Balanced Literacy and Gradual Release ModelsSpecific Close Reading and Guided Reading StrategiesResearch Skills – Signal Words  | Implement Balanced Literacy and Gradual Release ModelsSpecific Close Reading and Guided Reading StrategiesACE – Answer Cite Expand |
| **3 Texts from Close Reader****2 Anchor Texts****3 Novels Maximum Per Year** | “Big Things Come In Small Packages” Short Story, “Finding Everest” Essay, “Arachne” Myth“Rogue Wave” Short Story and “The Flight of Icarus” Myth  | “Heartbeat” Short Story, “Saving the Lost” Science writing, “A Christmas Carol”“The People Could Fly” Folktale and “Sorry Wrong Number” Drama  | “Polar Dream” Memoir, “The Hidden Southwest…” Informational text, Poems“Mississippi Solo” Memoir and “Ode to Enchanted Light” and “Sleeping in the Forest” Poems  | “Is Space Exploration Worth The Cost?” Online Essay, “Stinging Tentacles Offer Hint of Ocean’s Decline” Science Article“Remarks at the Dedication of the Aerospace Medical Heath Center” Speech  | “Teenagers and New Technology”, “Labels and illusions” Essays, “He-y Com On Ou-t” Short StoryFrom “Life at Home in the Twenty-First Century” informational text  | “The Most Daring of (Our) Leaders” History Writing, Speech by John Lewis, “Difference Maker…” Online Article “Flesh and Blood So Cheap” History and “Craig Kielburger Reflects on Working Toward Peace”  |