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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 Unit  Concept 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 level  Note: 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 Models  Specific Close Reading and Guided Reading Strategies  Your favorite strategy | Implement Balanced Literacy and Gradual Release Models  Specific Close Reading and Guided Reading Strategies  Research Skills – Inference Questions/Two Column Notes | Implement Balanced Literacy and Gradual Release Models  Specific Close Reading and Guided Reading Strategies  Paragraph Shrinking, Sentence Starters, Character Change Grids | Implement Balanced Literacy and Gradual Release Models  Specific Close Reading and Guided Reading Strategies  Research Skills - Word Maps, They Say, I Say | Implement Balanced Literacy and Gradual Release Models  Specific Close Reading and Guided Reading Strategies  Research Skills – Signal Words | Implement Balanced Literacy and Gradual Release Models  Specific Close Reading and Guided Reading Strategies  ACE – 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 Story  From “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” |