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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 – Culture and Belonging**  August/September | **Collection/Unit 2 – The Thrill of Horror**  October | **Collection/Unit 3 – The Move Toward Freedom**  **Cross Discipline: History/Technology**  November/December | **Collection/Unit 4 – Approaching Adulthood**  **Cross Discipline: History/Technology**  January/February | **Collection/Unit 5 –**  **Legacies**  **Cross Discipline: History/Technology**  March/April | **Collection/Unit 6 – The Value of Work**  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 | Pre-Test Writing  .  **Final: Personal Narrative.\***  \*The first task can be modified **–** review writing process, good paragraphs, and description | **Final: Literary Analysis\***  \*The first task can be modified **–** citing evidence, summary writing and paraphrasing | **Final: Visual Presentation**  **Assess Most of Task**  Evidence to support claims, organization of writing, and technology | **Final: Multimedia Campaign**  **Assess Whole Task**  Arguments - evidence, claims, | **Final: Expository essay (from their own journals) and PowerPoint**  **Assess Whole Task**  Examples embedded in expository organization and PP | Post Test Writing  **Final: Argument Essay**  **Assess Whole Task**  Organization, transitions, claims, evidence |
| **Enduring Understanding** | Conflict is part of who we are. | Suspense can be created using specific techniques. | History has defined freedom. | Humans transition from childhood to adulthood. | Writing is linked to our identity. | Work is a part of our lives. |
| **Essential Question** | How does the conflict I face inside, or with people, shape who I am? | To what extent am I affected by excitement or suspense? | How do historical documents reflect the freedom I have or want? | How will I know when I am an adult? | How does my writing reflect who I am and want to be? | How important is it that I work to get real life experience? |
| **Partial Learning Standards/Skills**  Focus standards – additional standards appear in SIS, filling out the scope and sequence for the grade level | Recognize and analyze the elements of a story’s plot and the author’s methods of characterization; analyze imagery and figurative language to better understand a memoir. Produce writing appropriate to task and audience, write narratives.  **Academic vocabulary**  Use the following words repeatedly:contribute, immigrate, reaction, relocate, shifting  **Additional vocabulary added from texts** | Determine point-of-view from which a story is told, evaluate the credibility of a narrator, and identify techniques used to create suspense; analyze literary criticism to gain insight into literature. Write informational texts and cite evidence.  **Academic vocabulary**  Use the following words repeatedly: convention, predict, psychology, summary, technique  **Additional vocabulary added from texts** | Analyze and autobiography and explain the author’s purpose; identify and analyze key elements of historical fiction and examine how author’s create mood in a story. Conduct short research projects, use technology, and produce writing.  A**cademic vocabulary**  Use the following words repeatedly: access, civil, demonstrate, document, symbolize  **Additional vocabulary added from texts** | Identify the motivations of characters in a story and determine the factors that help them understand the theme in a story; trace and evaluate supporting evidence to determine whether it is relevant or irrelevant. Gather information, cite evidence, write arguments, and use technology.  **Academic vocabulary**  Use the following words repeatedly: debate, deduce, license, sufficient, trend  **Additional vocabulary added from texts** | Analyze the key elements of drama, including its structure, characters, dialogue, and events. Conduct short research projects, cite evidence, and write informational/expository texts.  **Academic vocabulary**  Use the following words repeatedly: communicate, draft, liberation, philosophy, publish  **Additional vocabulary added from texts** | Recognize the characters of a story told by an omniscient, third-person narrator, how a third-person point of view creates dramatic irony, and how elements of a writer’s style contribute to a humorous tone. Gather information, cite textual evidence, and write arguments.  **Academic vocabulary**  Use the following words repeatedly: commentary, minors, occupation, option, style  **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  Inference Questions, Think Alouds, etc. | Implement balanced Literacy, Gradual Release Models  Specific Close Reading and Guided Reading Strategies  Cornell Notes, Turn and Talk, Research Skills | Implement balanced Literacy, Gradual Release Models  Specific Close Reading and Guided Reading Strategies  Argumentative Visual Organizer, Trailing the Text, Point Counterpoint | Implement balanced Literacy, Gradual Release Models  Specific Close Reading and Guided Reading Strategies  Discussion Webs, Argumentative Visual Organizer, Dialectical Journals, Research skills | Implement balanced Literacy, Gradual Release Models  Specific Close Reading and Guided Reading Strategies  Color Marking, Debate, etc. |
| **3 Texts From Close Reader**  **2 Anchor Texts**  **3 Novels Maximum Per Year** | “Golden Glass” Short Story, “What to Bring” Essay, and “Museum Indians” Memoir  “My Favorite Chaperon” Short Story and “The Latehomecomer” Memoir | “The Outsider” Short Story, “Frankenstein” Poem, and “Man-Made Monsters” Essay  “The Tell=Tale Heart” short story and “What is the Horror Genre” literary criticism. | “My Friend Douglass” Historical, “A Mystery of Heroism” Short Story, “Civil War Journal”  “Narrative of the Life of Frederick Douglass” autobiography and “The Drummer Boy of Shiloh” historical fiction | “The Whistle” Short Story, Poems, and “Much Too Young To Work So Hard” History Article  “Marigolds” short story and Arguments from “Room for Debate” New York Times “When Do Kids become Adults?” | “The Diary of Anne Frank” drama and other Journals… Bosnian  “The Diary of Anne Frank” drama and pair it with other stories, essays, and of oppression. | “The Flying Machine” Short Story, “The Real McCoy” Biography, Poems  From “The Adventures of Tom Sawyer” novel |