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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 – Finding Common Ground**  August/September | **Collection/Unit 2 – The Struggle For Freedom**  **Cross Discipline: History**  October | **Collection/Unit 3 – The Bonds Between Us**  **Cross Discipline: Science/Technology**  November/December | **Collection/Unit 4 – Sweet Sorrow**  **Cross Discipline: History/Technology**  January/February | **Collection/Unit 5 – A Matter of Life or Death**  **Cross Discipline: History**  March/April | **Collection/Unit 6 – Heroes and Quests**  **Cross Discipline: History/Technology**  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: Speech\***  \*The first task can be modified **–** review writing process, good paragraphs, description, adapting speech for situations, and public speaking | **Final: Argument\***  \*The first task can be modified **–** citing evidence, appeals, claims, counter claims, etc. | **EOC #2**  **Final: Group Multi-Media Visual Presentation**  **Assess Whole Task**  Evidence to support claims, organization of writing, and technology integration | **Final: Analytical Essay**  **Assess Whole Task**  Quotes, paraphrasing, summaries, and integration into expository/informative texts | **Final: Argument and Panel Discussion**  **Assess Whole Task**  Focus group participation, speaking and listening, elements of rhetoric, claims and counter claims | **EOC #3**  **Final: Analytical Essay**  **Assess Whole Task**  Evaluate steps in the research process, paraphrasing, summary writing, quoting and integrating |
| **Enduring Understanding** | Human beings struggle to belong. | Freedom is not easy. | Relationships are bonds. | Love is full of conflicts. | Surviving adversity is human. | Metaphors are part of life. |
| **Essential Question** | When do I join, when do I walk away? | How much will I sacrifice to be free? | How do I rely on my friends and family? | How will I know love and if it is worth fighting for? | How do I endure the difficult times in my life? | How will I display heroic traits on my own personal quest? |
| **Partial Learning Standards/Skills**  Focus standards – additional standards appear in SIS, filling out the scope and sequence for the grade level | Analyze and evaluate an author’s claim and delineate and evaluate an argument; analyze an author’s choices concerning text structure; determine and support inferences about the theme; and cite evidence to support analysis of text. Present information, write informational texts, and adapt speech to context.  **Academic vocabulary**  Use the following words enforce, entity, internal, presume, resolve  **Additional vocabulary added from texts** | Analyze a seminal U.S. document and the impact of it’s rhetoric; analyze connections between ideas and events and analyze accounts in different mediums. Draw evidence from literary and non-fiction texts, write arguments to support claims.  **Academic vocabulary**  Use the following words repeatedly: decline, enable, impose, integrate, reveal  **Additional vocabulary added from texts** | Cite textual evidence to analyze character and theme in a short story and to support inferences about themes; delineate and evaluate an author’s claims and determine the technical meanings of words used in the text. Present findings, participate in collaborative group discussions, and use technology to publish.  A**cademic vocabulary**  Use the following words repeatedly: capacity, confer, emerge, generate, trace  **Additional vocabulary added from texts** | Cite evidence, write objective summaries; analyze character motivations and parallel plots. Draw evidence from literary or non-fiction texts, write informational/explanatory texts.  **Academic vocabulary**  Use the following words repeatedly: attribute, commit, expose, initiate, underlie  **Additional vocabulary added from texts** | Analyze an author’s purpose and his use of rhetoric and the impact of word choice on tone; determine the meanings of figurative language and how it influences tone in poetry. Participate in discussions, evaluate a speaker’s reasoning, draw evidence from texts, write arguments to support claims.  **Academic vocabulary**  Use the following words repeatedly: dimension, external, statistic, sustain, utilize  **Additional vocabulary added from texts** | Analyze elements of an epic poems, such as plot, setting, theme, and character as well as its figurative language. Conduct short research projects, gather relevant information, and write informational/explanatory texts.  **Academic vocabulary**  Use the following words repeatedly: motivate, objective, pursuit, subsequent, undertake  **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… plus 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  Cornell Notes, Turn and Talk, Research Skills | Implement balanced Literacy, Gradual Release Models  Specific Close Reading and Guided Reading Strategies  Summary writing, Cornell Notes, and Shakespeare Set Free | 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, Research Skills |
| **3 Texts From Close Reader**  **2 Anchor Texts**  **3 Novels Maximum Per Year** | “Making the Future Better Together” Blog, “Night Calls” Short Story, and “Oklahoma Bombing Speech by Bill Clinton  “A Quilt of Country” Argument, “Once Upon a Time” Short Story | “A Eulogy for Dr. Martin Luther King, Jr.” Speech and “The Prisoner Who Wore Glasses” Short Story  “I Have A Dream” Speech and from “Nobody Turn Me Around; A People’s History of the March on Washington” History writing | “And of Clay Are We Connected” Short Story, “Animals In Translation” Science writing, and Poems  “When Mr. Pirzada Came to Dine” Short Story and “Monkey See, Monkey Do, Monkey Connect” Science writing | “The Tragedy of Romeo and Juliette” Drama  “The Tragedy of Romeo and Juliette” Drama | “An Ordinary Man” Memoir, “Truth At All Costs” Speech, and Poems  “Night” Memoir and “The End and the Beginning” Poem | “The Cyclopes” excerpt from Epic poem and from “The Good Soldiers” non-fiction  from “The Odyssey” Epic Poem |