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| **Title/ NOTE:** Modify Master Units. Daily lesson plans should indicate specific strategies /be t**aught in conjunction with English I.**  **A unit = 5 to 7 weeks** | **Collection/Unit 1 – Finding Common Ground and how Workshops Work Well**  **Cross Disciplinary: Technology**  August/September | **Collection/Unit 2 – The Struggle for Freedom**  **Cross Disciplinary: History and Technology**  October | **Collection/Unit 3 – The Bonds Between Us**  **Cross Disciplinary: Science and Technology**  November/December | **Collection/Unit 4 – Sweet Sorrow**  **Cross Disciplinary: History and Technology**  January/February | **Collection/Unit 5 –**  **A Matter of Life or Death**  **Cross Disciplinary: History**  March/April | **Collection/Unit 6 – Heroes and Quests**  **Cross Disciplinary: History and Technology**  May/June |
| **Performance Tasks/Assessment**  Use textbook assessments  Test Prep tools, Accelerated Reader by school  Concept Tests | EOC#1  Review and writing concepts – process, traits, and how to keep a portfolio, use mentor texts, and close reading vs. guided reading  Support PBA – Speech English I  Introduce weekly Author’s Chair | **Final: Argument\***  **\*** First task can be modified. Teach and assess paragraph development/transition words. Enforce Ethos, Pathos, and Logos  Support PBA – English I and weekly Author’s Chair | EOC#2  **Final: Multimedia visual presentation.**  Teach/assess academic vocabulary and world choice  Support PBA – work on at least one or two specific aspects of research and weekly Author’s Chair | **Final: Analytical essay.**  Teach and assess use of quotes/paraphrasing/summaries as well as academic vocabulary and word choice  Support PBA – work on at least one or two specific aspects and weekly Author’s Chair | **Final: 1. Argument**  Teach and assess coherence/unity/integration  Ethos, pathos, logos  Support PBA and weekly Author’s Chair | EOC#3  **Final: Analytical essay**.  Teach research and writing of analytical essay.  Include a student self-reflection piece as part of the portfolio  Support PBA and weekly Author’s Chair |
| **Enduring Understanding** | Reading and writing are social activities. | Freedom is not easy. | Relationships are bonds | Love is full of conflicts. | Surviving adversity is human. | Metaphors are part of life. |
| **Essential Question** | How does a focus on writing make me a smarter student and a stronger reader? | 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 Standard/Skills**  Focus standards – additional standards appear in SIS, filling out the scope and sequence for grade level. | **Support 9th grade English and strengthen skills and the reciprocity between reading and writing.** Analyze and evaluate an author’s claim and delineate 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 repeatedly: enforce, entity, internal, presume, resolve **Additional vocabulary added from texts** | **Support 9th grade English and strengthen skills and the reciprocity between reading and writing.** 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 word repeatedly: decline, enable, impose, integrate, reveal  **Additional vocabulary added from texts** | **Support 9th grade English and strengthen skills and the reciprocity between reading and writing**. Cite textual evident 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.  **Academic vocabulary**  Use the following words repeatedly: capacity, confer, emerge, generate, trace  **Additional vocabulary added from texts** | **Support 9th grade English and strengthen skills and the reciprocity between reading and writing.**  Cite evidence, write objective summaries; analyze character motivations and parallel plots. Draw evidence from literary or non-fictions texts, and write informational/explanatory texts.  **Academic vocabulary**  Use the following words repeatedly: attribute, commit, expose, initiate, underlie  **Additional vocabulary added from texts** | **Support 9th grade English and strengthen skills and the reciprocity between reading and writing.** 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. Participate in discussions, evaluate a speaker’s reasoning, draw evidence from texts, and write arguments to support claims.  **Academic vocabulary**  Use the following words repeatedly: dimension, external, statistic, sustain, utilize  **Additional vocabulary added from texts** | **Support 9th grade English and strengthen skills and the reciprocity between reading and writing.** Analyze elements of an epic poem, such as plot, setting, theme, and character as well as its figurative language. Conduct short research projects, gather relevant information, and write information/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 taught in context  **Introduce a new strategies in the mini - lessons** | Implement Balanced Literacy, Gradual Release Models  Writing Workshop Model, Guided vs. Close Reading  **Daily Journals/Procedure** | Implement Balanced Literacy, Gradual Release Models  Create targeted **mini-lessons** to scaffold writing skills  **Daily Journals** | Implement Balanced Literacy, Gradual Release Models  Create targeted **mini-lessons** to scaffold writing skills/media skills  **Daily Journals** | Implement Balanced Literacy, Gradual Release Models  Create targeted **mini-lessons** to scaffold writing skills  **Daily Journals** | Implement Balanced Literacy, Gradual Release Models  Create targeted **mini-lessons** to scaffold writing skills  **Daily Journals** | Implement Balanced Literacy, Gradual Release Models  Create targeted **mini-lessons** to scaffold writing skills  **Daily Journals** |
| **Additional Close Reader texts**  **Support Anchor Texts**  **Schools purchase Write Source for 10th grade, teachers if they have not purchased Collections.** | Use Pages 1 – 83 in Collections to establish a clear writing workshop atmosphere and the connection between reading/writing and mentor texts. Writing activities on pages 766-828 | Close Reader Selection “A Eulogy for Dr. Martin Luther King” History reading provided as PDF in SIS. Also add, persuasive readings. Write Source “Persuasive Writing Overview” pages 200A & B | Close Reader Selection “Animals in Translation” and other persuasive writings in Science added in SIS. Also add additional readings to support English I. | Focus on metacognition and the writing process. Review what has been done so far. Read student writers, grade them using rubrics, and discuss observations. See Write Source pages 450 – 452 for writing an analytical essay. | Close Reader Selection “An Ordinary Man and connect writing skill to narrative/memoir to build fluency. | Close Reader “The Good Soldiers” and other readings from History |