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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 assessmentsTest Prep tools, Accelerated Reader by schoolConcept Tests  | EOC#1Review and writing concepts – process, traits, and how to keep a portfolio, use mentor texts, and close reading vs. guided readingSupport PBA – Speech English IIntroduce weekly Author’s Chair | **Final: Argument\*****\*** First task can be modified. Teach and assess paragraph development/transition words. Enforce Ethos, Pathos, and LogosSupport PBA – English I and weekly Author’s Chair | EOC#2**Final: Multimedia visual presentation.** Teach/assess academic vocabulary and world choiceSupport 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 choiceSupport PBA – work on at least one or two specific aspects and weekly Author’s Chair | **Final: 1. Argument** Teach and assess coherence/unity/integrationEthos, 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 portfolioSupport 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 |