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| **Title/ NOTE:** Modify Master Units. Daily lesson plans should indicate specific strategies.  **A unit = 4 to 5 weeks** | **Unit 1 – Take a Stand**  **Cross Curricular: Technology** | **Unit 2 – Finding History**  **Cross Curricular: History** | **Unit 3 – Dangerous Discoveries**  **Cross Curricular: Science** | **Unit 4 – Unlikely Places**  **Cross Curricular: Math** |
| **Performance Tasks/Assessment**  Concept Tests | **EOC Pre-Test**  **Final:** Traditional assessment (multiple choice, short answer to determined understanding of elements of a speech).  **Add an Alternative Assessment -** Bloggin**g** | **Final: 1.** Present a persuasive speech about an aspect of history that you thing is missing. 2. **Debate an issue voted on by the class.**  **Add an Alternative Assessment –** Recite an original or selected poem  Assess public speaking skills | **Final:** Participate in a debate where you take a side on the issue of whether or not Science has gone too far.  **Add an alternative Assessment –** Write a Book/Article Review  Assess researching skills | EOC Post-Test  **Final:** Write an argument essay about the value of math education. Include claims and counter-claims in your writing.  Assess understanding of claims/counterclaims |
| **Enduring Understanding** | Oral and written skills are similar. | History is unequal. | Science has consequences. | Math is embedded everywhere in the world. |
| **Essential Question** | How do I know when my arguments are valid? | How does history reflect who I am? | How will I know if Science goes too far with its discoveries? | How does math find its way into my everyday life? |
| **Partial Learning Standards/Skills**  Focus standards – additional standards appear in SIS, filling out the scope and sequence for grade level.  **Note: Speech has now been moved to 1st semester and Journalism 2nd.** | **Support 10th grade English and strengthen skills and the reciprocity between reading and writing** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences, determine central idea, analyze how an author unfolds a series of ideas, determine meaning of words, analyze how an author’s ideas or point of view/purpose are developed, participate effectively in a range of collaborative discussions, come to discussions prepared, having read and researched, present information, findings, and supporting evidence.  **Use the vocabulary outlined in the anchor texts throughout each of the four units.** | **Support 10th grade English and strengthen skills and the reciprocity between reading and writing** Provide accurate summaries of events and ideas developed, analyze how a text uses structures to emphasize key points, determine meaning of words, compare/contrast treatment of same subjects, assess the extent to which reasoning and evidence support the author’s claims, delineate an argument and specific claims, initiate and participate effectively in a range of collaborative discussions, come to discussions prepared, having read and researched, propel conversations by posing and responding to questions, present information, findings, and supporting evidence, demonstrate conventions of standard English, and write expository/informational texts. | **Support 10th grade English and strengthen skills and the reciprocity between reading and writing** Cite specific textual evidence to support analysis of science and technical tests, attending to the precise details of explanations or descriptions, determine the central ideas or conclusions of a text, trace the explanation, etc. provide an accurate summary, determine the meaning of symbols, key terms and domain-specific vocabulary, compare/contrast findings, assess the extent to which reasoning and evidence support the author’s claims, present information, findings, and supporting evidence, demonstrate conventions of standard English, and write expository/informational texts. | **Support 10th grade English and strengthen skills and the reciprocity between reading and writing** Cite specific textual evidence to support analysis of science and technical tests, attending to the precise details of explanations or descriptions, determine the central ideas or conclusions of a text, trace the explanation, etc. provide an accurate summary, determine the meaning of symbols, key terms and domain-specific vocabulary, compare/contrast findings, assess the extent to which reasoning and evidence support the author’s claims, initiate and participate effectively in a range of collaborative discussions, come to discussions prepared, having read and researched, propel conversations by posing and responding to questions, present information, findings, and supporting evidence, demonstrate conventions of standard English, and write arguments with claims/counterclaims. |
| **Suggested Strategies**  Vocabulary and language skills taught in context  **Select a strategy to focus on per unit** | Balanced Literacy  Direct presentation, discussion groups, chunked texts with Think-Alouds, debate activities outlined in the anchor text | Balanced Literacy  Two-column notes/Cornel notes, Turn and Talk/Turn and Write, Socratic Seminars, Four Corners, Inference Questions, Cause and Effect Web, activities for paraphrasing and summarizing | Balanced Literacy  Concept maps, Cornel notes, Graphic organizers, Discussion Webs, Color Marking activities for paraphrasing and summarizing, other specific Science strategies | Balanced Literacy  Annotating text, Concept maps, Dialogue journals, Socratic Seminars, Argument checklist/rubric, other specific Math strategies |
| **Resources**  **Anchor Text (s)**  Note: Additional readings can be found at NewsEla.com, see SIS | Primary Text: “If They Can Argue Well, They Can Write Well”  Secondary Readings from: “Everything’s an Argument | “How Biased Are History Books?,” ”George Wallace on Segregation, 1961,” Letter from Jackie Robinson on Civil Rights,” “Eleanor Roosevelt’s Four Basic Rights,” and “A More Perfect Union” | “The World As I See It,” “Ignaz Philipp Semmelweis, ””A Bird With Many Beaks,” “Is The Word Scientific Overused,” “Seven Minutes of Terror…,” “A Distant Relative,” “Do Video Games Discourage Reading” | “Of Science, Math and Beauty,” “How and Architect Took Music Back to Mathematical Roots,” ‘“How Can Math Be Right and Wrong at the Same Time?” |