Theme/Unit: 11.1.PY.Estabrook			Standards-Based Essential Skills to be Targeted Throughout the Unit RL 1-6: Citing strong and thorough textual evidence Determining two or more themes Analyzing impact of author's choices on the novel Determining word meanings, figurative and connotative meanings		How? Strategies or Best Practices Used to	Instructional Resources				
Enduring Understandings: Dare to stand up for what you believe Be an individual Don't judge others Put yourself in others' shoes Don't give in to peer pressure		Worksheets for particular chapters, requiring students to find answers in the text Class discussions that require students to answer based on text Homework and class notes requiring students to write and analyze a character's actions and motivations, but also to analyze why the author wrote that into the book and into that particular spot				Shift 3: Staircase of Text Complexity rade Appropriate Texts: Plague Year by Stephanie S. Tolan Shift 1: Balance of Informational and Literacy Text Plague Year by Stephanie S. Tolan				
			Re	 connotative meanings Analyzing author's choices on story structure Analyzing point of view in what's stated and what's meant 		Literature				
Formative – During Unit: Daily quizzes on homework reading Short answer essay questions after reading or after class discussions One full-length essay based on one of two possible topics Summative – End of Unit: Unit test which covers characterization, content, and theme Presentation: Informal oral reports on quick, overnight research topics Prior Knowledge: Vocabulary, literature, content from ninth and tenth grade English			Outcomes	 W 1 OR 2; 4; 5; 11: Write arguments to support claims in an analysis of the text OR Write informative/explanatory text to examine complex ideas or information clearly and accurately 	Short answer essay 1: Describe David in the first five chapters of the book; why is he called "Watson the Wimp"? Give examples from the text to prove your statements. Short answer essay 2: In the chapters in which David stays at Bran's house throughout the mob's violence, how has David changed? Give examples from the text to prove your statements Full-length essay (Choice 1): At the completion of the book, Bran and Nick drown. David and Molly do nothing to help Nick. Write an argumentative paper in which you give reasons why David and Molly were either right OR wrong to take no action. Use	Poetry Shift 5: Writing from Sources	Students will find poems that reflect a particular aspect of the book is important to them (e.g. learning to step away from peer pressure fighting evil or bullies) Robert Frost's "The Road Not Taken"			
			Writing Ou	 Produce clear and coherent writing in which developments, organization, and style are appropriate Develop and strengthen writing by planning, revising, rewriting, etc. Create interpretive and responsive texts to demonstrate knowledge and understanding of connections between life and the literary work 	textual examples to support your claims. Combined Lit and Info Based Writing: Short summaries of internet research on poems or mob mentality. Informational Writing: Full-length essay (Choice 2): Write an informative essay in which you describe the mob mentality that is shown in the book. Compare it to one of the examples of mob mentality we have discussed from real events	Informational Shift 2 Knowledge of Disciplines	Articles about the "Bump the Dump" issue in Allegany County; Rod King protests; any articles that can show mob mentality			
		iterature, content from ninth and tenth • Demonstrate command of the conventions of		 Weekly spelling and vocabulary tests For full-length essay, do pre-writing, graphic organizers, and rough drafts to develop a polished, final essay. Note-taking will be done on reading assignments and class discussions, adding examples and accurate information from the text to the essay. Lessons and worksheets will evaluate where students are and give further work to get students to an understanding of grammar, usage, and conventions. 	Focus Vocabulary Shift 6: Academic Vocabulary	Tier 2 – Academic Vocabulary Regular vocabulary lists 1- 3 from Word Wealth. Tier 3 – Content Vocabulary Literary elements such as novel, protagonist, antagoni motivation, dynamic and static characters, theme, plot subplot, etc.				
Building Blocks	and take notes from book and tak will do is students find poems that reflect David's "wimpiness" or Molly's ability to be herself. First short answer essay on David's character and take will do is on mobility or pasterial table. In the second short answer essay on David's character for it and take will do is on mobility or pasterial table.	2: Continue reading king notes. Students internet research be mentality—current —and report in ntroduction of fullessay project. Plan nd begin first draft. and Spelling List 2.	Week 3: Finish Second short a Discussion on writing, struct characterization Test. Work on peer and teach full-length essand Spelling Li	answer essay. Tolan's Ture, and on. Take Unit I revising and her editing Tays Vocab.						

Theme	e/Unit: (1.2.N)Estabrook		What?	Standards-Based Essential Skills to be Targeted Throughout the Unit	How? Strategies or Best Practices Used to Explicitly Teach Skills and Concepts	Instructional Resources Shift 3: Staircase of Text Complexity				
Enduring Understandings: Man's inhumanity towards man We can survive almost anything Appreciate what you have Keep your eyes open to worldly events and threats •			RL 1, 2, and 4; RI 1-3; 7 Cite thorough textual evidence Determine two or more central themes or ideas Determine meanings of important textual words Analyze a complex set of ideas Integrate and evaluate multiple sources of information presented in different media or formats		Chapter worksheets Class discussions that require students to answer based on text Homework and class notes requiring students to write and analyze character's actions, motivations, and reactions Meanings of the title "Night" Reading for information from internet and library sources for oral presentation	Central Grade Appropriate Texts: Night by Elie Wiesel Shift 1: Balance of Informational and Literacy Text Notes on Wiesel's struggle to survive the Holocaust, trying to keep bot himself and his father alive. Emphasis will be given to examples of the obstacles in his way: dehumanization, indiscriminate beatings and hangings, death march, and sons killing their own fathers for a piece of bread.				
Summ	Summative – End of Unit:		Write informative/explanatory text to examine and convey complex information Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience Develop and strengthen writing as needed by planning, revising, etc. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; integrate information into the text and avoiding plagiarism and overreliance on any one source of information.		Literature Based Writing: • ESSAY: Students will choose a poem that deals with the Holocaust, imprisonment, or some other form of loss of liberty. Students will determine a common theme between the poem and Wiesel's novel and write an essay that explains that theme from both texts. Combined Lit and Info Based Writing: • ORAL PRESENTATION AND VISUAL AID: Students will work on the oral presentation after researching their chosen topics. As with an essay, each student will revise speeches with help from peer and teacher editing. Oral presentations will be given in class on a specific due date. Informational Writing: • RESEARCH NOTES: Students will produce annotated bibliographies of their sources for the oral presentation. These will include their evaluation of the source and its meaning for the project. • Works Cited Page: Students will organize and cite their sources in proper MLA style	Informational Poetry Shift 2: Writing from Sources	Poems introduced from such sources as the Holocaust anthology I New Saw Another Butterfly. Informational sources from the internet, history class, and/or library. Each student will be required to have at least five sources and to prov an annotated bibliography for each. Also, various films or excerpts fro films will be shown, including excerpts from Band of Brothers: Why W Fight, Schindler's List, The Kindertransport, and Nazi Concentration Camps.			
Prior Knowledge: Grammar, usage, and punctuation lessons from previous unit Essay development, organization, and style Research gathering Citing textual evidence Knowledge of citing themes Content vocabulary of literary elements		Language/Listening and Speaking	 L 1, 2, 6; SL 1, 2, 4, and 5 Demonstrate command of standard English grammar and punctuation Class discussions Acquire and use accurately general academic words and phrases Integrate multiple sources of information presented in diverse formats Present information, findings, and supporting evidence, conveying a clear and distinct perspective Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest 	 Spelling and vocabulary tests Essay will include work with pre-writing, graphic organizers, and rough drafts to develop a polished, final essay. Lessons and worksheets will continue to keep students "fresh" on understanding of grammar and conventions Oral presentations and visual aids will allow students to obtain, integrate, and present information from multiple sources 	Focus Vocabulary Shift 6: Academic Vocabulary	Tier 2 – Academic Vocabulary Vocab. Lists 9-12 Tier 3 – Content Vocabulary Meanings of "night" as suggested in the novel. Imagery, struggle, suspense				
Building Blocks	and begin reading and reading notes. Intro to oral presentation project, annotated bibliographies, and beginning of research.	Veek 2: Continue reading, esearching, and note-aking. Do skills and hapter worksheets. ntroduce poems and essay ssignment. Watch pplicable excerpts from	Week 3: Finish Unit test. Ann bibliographies Develop, edit, finish speeche the same prod assignment. V	ortated are given. Essays are due. Tie up loose ends of unit. vocab and spelling list 12. es and begin tess for essay						

Theme/Unit: 11.				Standards-Based Essential Skills to be	Strategies or Best Practices Used to		Instructional Resources				
			What? Targeted Throughout the Unit		How? Explicitly Teach Skills and Concepts	Shift 3: Staircase of Text Complexity					
 Learn to d 	u learn how to die,	ou learn how to live	RL 1, 2, and 4; RI 1-3; 7 Cite thorough textual evidence Determine two or more central themes or		 Chapter worksheets Class discussions that require students to answer based on text Homework and class notes requiring students to write and analyze character's actions, motivations, and reactions Reading for information from internet and library sources 	Central Grade Appropriate Texts: Tuesdays With Morrie by Mitch Alborn					
Illusion vs. reality Learn to appreciate what you have when you have it		Reading Outo	ideas Determine meanings of important textual words Analyze a complex set of ideas Integrate and evaluate multiple sources of information presented in different media or formats		Literature	Shift 1: Balance of Informational and Literacy Text Tuesdays With Morrie by Mitch Albom					
Assessments: Formative – During Unit: Daily quizzes on homework reading Short answer essays after reading or after class discussions Summative — End of Unit: Unit test on characterization, content, and theme Presentation: Ten minute oral presentation (speech, video, or power point) resulting from a research project in which the students will interview older relatives for their views on life, their best or worst memories, and life lessons, etc. Visual aid will accompany the presentation. Prior Knowledge: Grammar, usage, and punctuation lessons from previous unit Essay development, organization, and style Research gathering and citing Citing textual evidence Knowledge of citing themes		examine and convey complex information Write arguments to support claims in an analysis of the text Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience Funit: Develop and strengthen writing as needed			Poetry ift 5: Writing from Sou						
		Writing Out	 by planning, revising, etc. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; integrate information into the text and avoiding plagiarism and overreliance on any one source of information. 			Listen to/watch Steve Jobs' speech "How to Live Before You Die" of Ted.com; overnight internet research on ALS, Lou Gehrig, and other who have left "how to's" on living and dying					
		Demonstrate command of standard English grammar and punctuation Class discussions Luit evelopment, organization, and style ch gathering and citing extual evidence chage of citing themes Demonstrate command of standard English grammar and punctuation Class discussions Acquire and use accurately general academic words and phrases Integrate multiple sources of information presented in diverse formats Present information, findings, and supporting		rough drafts to develop a polished, final essay. Lessons and worksheets will continue to keep students "fresh" on understanding of grammar and conventions Oral presentations and visual aids will allow students to obtain integrate, and present information from a source Interviewing a relative for a presentation	bulary	Tier 2 – Academic Vocabulary • Vocab 23-25 Tier 3 – Content Vocabulary • ALS or Lou Gehrig's Disease; aphorism					
Blocks	vocabulary of litera	=	guage/Listening	perspective Make strategic use of digital media in presentations to enhance the understandin of findings and evidence to add interest	g	Focus Voca Shift 6: Academic					
taking note interview a projects. W questions finterviews		Week 2: Continue reading and taking notes. Speech planning and work with poetry in comparison to the book. Vocab. and spelling list 24.	Week3: Finish give Unit Test. speech project presentations spelling list 25	t. Begin ct s. Vocab. and							

	m (4)												
Theme	/Unit: 11.3.TH Estabrook	What?	Standards-Based Essential Skil Targeted Throughout the U	1 11	Strategies or Be Explicitly Teach Skil	est Practices Used to Ils and Concepts			Instructional Resource				
Enduri	ng Understandings: Never underestimate the underdog. Be ready to sacrifice for the common good. We may never fully know ourselves until tested.	Outcomes	RL 1-6: Citing strong and thorough textu Determining two or more theme	s	Chapter worksheets Class discussions that require stud Homework and class notes requiri analyze character's actions, motiv	ing students to write and	Central Grade Appropriate Texts: The Hobbit by J.R.R. Tolkien						
•	Challenge yourself Be an individual	Reading C					Literature	Notes on Bilb and characte	hift 1: Balance of Information oo's travels and confrontation irs in the book. xamples of parodies				
	Summative – End of Unit: • Unit Test on characterization, content, and themes Presentation: • Hobbit parody short story assignment Prior Knowledge: • Grammar, usage, and punctuation lessons from previous unit • Essay development, organization, and style • Research gathering • Citing textual evidence • Knowledge of citing themes		we – During Unit: Daily quizzes on homework reading Short answer essays **W 1-6 Write arguments to support claims in an analysis of the text Write informative/explanatory text to examine complex ideas or information clearly and accurately Unit Test on characterization, content, and themes **W 1-6 Write arguments to support claims in an analysis of the text Write informative/explanatory text to examine complex ideas or information clearly and accurately Write arguments to support claims in an analysis of the text Write informative/explanatory text to examine complex ideas or information clearly and accurately Write arguments to support claims in an analysis of the text Write informative/explanatory text to examine complex ideas or information clearly and accurately			ms in an ext to nation gined	ture Based Writing: Short answer essays: Informative from innocence to experience Persuasive writing agreeing or dis the Arkenstone to Bard and the Ei Major presentation: Hobbit Parot a quest in SCS and meets three ob administrators, and/or other stud goal	sagreeing with Bilbo's giving of lven-King dy in which student(s) goes on ostacles (teachers, dents) before achieving his/her	Poetry Shift 5: Writing from Sources	Chaucer's Canterbury Tales, the Prologue; Lewis Carroll's "Jabberwocky"; Marc Antony's "Friends, Romans, Countrymen" spee from Shakespeare's Julius Ceasar to compare to the Master's speech about Bard			
			experiences or events using effective technique, well-chosen details, and well- structured event sequences. • Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience • Develop and strengthen writing as needed by planning, revising, etc. • Use technology to produce and update individual products in response to ongoing		ined Lit and Info Based Wr Short writings on how <i>The Hobbit</i> values of the Middle Ages, includi national Writing: Short summaries of articles on the	t mirrors various concepts and ing chivalric virtues.	Informational Shift 2 Knowledge of Disciplines	Articles, ove virtues, etc.	rnight internet research on th	e Middle Ages, chivalric			
•			Grammar, usage, and punctuation lessons from previous unit Essay development, organization, and style Research gathering Citing textual evidence		 L 1, 2, 3, and 6; SL 1: Demonstrate command of the content of the cont	onventions of • make style	 Spelling and vocabulary tests Essay will include work with pre-writing, graphic organizers, and rough drafts to develop a polished, final essay. Lessons and worksheets will continue to keep students "fresh" on understanding of grammar and conventions 			Tier 2 – Academic Vocabulary • Vocab. Lists 13-18 Tier 3 – Content Vocabulary • Parody, dialogue, internal monologue, narrative, archety			
	Week 1: Begin reading the Week 2: Continue read	mg, Week 3: Want	 Initiate and participate effectivel of collaborative discussions (one groups, and teacher-led) 		ling, Week 6: Finish book; Unit		Focus Vocabulary Shift 6: Academic Vocabulary	a	illusion	T -			
ing Blocks	book, taking notes on characters and quest. Work on understanding Tolkien's POV and style in terms of storytelling. Notes and internet research on Middle Ages and chivalric taking notes. Use "Jabberwocky" to illust quest. Introduce major presentation of Hobbit parody and begin outli it, prewriting, forming characterization. Vocal	taking no state "Cantebu Taillustrate dail and apply tha projects. Talk archetypes, sidialogue, inte	taking notes. Chart various characters and creatures— what makes each good, evil, and/or "human." Use Shakespeare's Marc Antony speech to compare to the Master's speech	taking notes. Work on editing parody project checking characterizat and story flow. Second short answer essay ab Bilbo's giving up the Arkenstone to try to sa	Test. Parody stories due. Vocab. And Spelling List 18. out		Sh						
Building	virtues. Vocab. and Spelling and Spelling List 14. List 13.	monologue, e and Spelling I		lives and keep peace. Vocab. and Spelling Lis	t 17.								

Theme	e/Unit: 11.5.A Separate Peace	What? Standards-Based Essential Skills to be Targeted Throughout the Unit		How?	How? Strategies or Best Practices Used to Explicitly Teach Skills and Concepts				Instructional Resources Shift 3: Staircase of Text Complexity					
Enduri • •	ing Understandings: Innocence vs. experience What is true friendship? Guilt is a gift that keeps on giving	Outcomes	• Cit	Determine two or more central themes or		 Chapter worksheets Class discussions that require students to answer based on text Homework and class notes requiring students to write and 				Central Grade Appropriate Texts: A Separate Peace by John Knowles				
Jealousy can consume a person Honesty is the best policy		Reading O	ideas Determine meanings of important textual words Analyze a complex set of ideas Integrate and evaluate multiple sources of information presented in different media or formats ideas analyze character's actions, motivation Reading for information from interne research paper Significance of "a separate peace"			from internet and librar		Literature		hift 1: Balance of Info eace by John Knowle		l Literacy Text		
	sments: ative — During Unit: Daily quizzes on homework reading Short answer essay questions after reading or after class discussions Worksheets on various chapters One full-length essay	Outcomes	W 2, 4, 5, 8 Write informative/explanatory text to examine and convey complex information Produce clear and coherent writing in which			intro mar Combined	ss Gene's development fi ous boy to a more caring, used Writing: o from internet applied to	Poetry Shift 5: Writing from Sources	Students will find poems that mirror Gene's or Finny's attitude school, life in general, war, etc.			Finny's attitudes abo		
Summative — End of Unit: • Unit Test on characterization, content, and themes Presentation: • Short research paper		Develop and strengthen writing as needed by planning, revising, etc. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; integrate information into the text and avoiding plagiarism and overreliance on any one source of information.		Research Paper: Short research paper with library, internet, and history class sources on life in the U.S. during WW II. These papers will give information, for instance, on rationing; city vs. rural life during the war; differences in people's attitudes toward war; the war effort, etc. Research Notes: Students will produce annotated bibliographies of their sources for the oral presentation. These will include their evaluation of the source and its meaning for the project. Works Cited Page: Students will organize and cite their sources in proper MLA style			Informational Shift 2 Knowledge of Disciplines	Research from internet, library, and history class sources for short research paper Overnight research on prep schools, tuition, admissions requirements						
Prior Knowledge: Grammar, usage, and punctuation lessons from previous unit Essay development, organization, and style Research gathering and citing Citing textual evidence Knowledge of citing themes Content vocabulary of literary elements		ening and Speaking	evidence, conveying a clear and distinct		 Spelling and vocabulary tests Essay will include work with pre-writing, graphic organizers, and rough drafts to develop a polished, final essay. Lessons and worksheets will continue to keep students "fresh" on understanding of grammar and conventions 				Vocabulary demic Vocabulary	• \	Academic Vocal Jocab 19-22 Content Vocabu Preparatory schools,	ulary	eans,	
Blocks		Language/Liste								Focus shift 6: Aco				
Building	Week 1: Begin reading book and taking notes. Introduce research paper assignment; students make choices as to topic. Begin research. Worksheets on chapters. Vocab. and Spelling List 20.	Week 3: Cont reading, takin researching, a worksheets. F paper is starte and Spelling L	notes, nd doing ough draft of ed. Vocab.	Week 4: Continue reading and taking notes. Rough draft faces revision process. Work on Works Cited Page. Vocab. and Spelling List 22.	produced an	aft of paper is								

Theme/Unit: 11.4.OP.Estabrook		Ctandards Dasad Essan	tial Chille to be		Strategies	or Best Practices Used to			Instructional Resources		
	Determining two or more themes		How?	How? Explicitly Teach Skills and Concepts			Shift 3: Staircase of Text Complexity				
We need to forgive people, including ourselves, for mistakes. We must also never give up for there is always another			ansı Clas Hon	napters, requiring students to find re students to answer based on text requiring students to write and s and motivations, but also to te that into the book and into that	Central Grade Appropriate Texts: Ordinary People by Judith Guest						
 day. We can't please everybody Learn to appreciate yourself Learn to appreciate others even if they're not what you want them to be 	novel Determining word meanings, figurative and connotative meanings Analyzing author's choices on story structure Analyzing point of view in what's stated and what's meant			pari	ticular spot		Literature	Shift 1: Balance of Informational and Literacy Text Notes on Beth's actions toward Conrad and Calvin; on her reactions to Conrad's suicide attempt; on possible motivations for her behavior Notes on Conrad's reasons for attempting suicide and what he finds out while undergoing therapy with Dr. Berger Notes on the change that Conrad undergoes from beginning to end in the book; specific achievements and how and why they happen			
Assessments:		W 1 OR 2; 4; 5; 11:Write arguments to su analysis of the text OR	• •	Literature	Based Writing:		sə		Introduce poems on value of life, forgiveness, mistakes, control of one's life, etc. For example, "Invictus" and		
Formative – During Unit:	Write informative/explanatory text to examine complex ideas or information clearly and accurately Produce clear and coherent writing in which developments, organization, and style are appropriate Develop and strengthen writing by planning, revising, rewriting, etc.			Ana agr Wh Hou Combined	ees or disagrees with ho at are the reasons Conra w and why does Conrad Lit and Info Baseo	ad attempted suicide? change throughout the book? !! Writing:	Poetry Shift 5: Writing from Sources	l .	Shakespeare sonnets.		
Summative – End of Unit: Unit test which covers characterization, content, and theme Presentation: Informal oral reports on quick, overnight research topics	Writing C			SHORT ANSWER ESSAY: Apply research done on suicide reasons, statistics, warning signs, and/or treatment to Conrad in this book. Show how Conrad or his parents compare or contrast to your research Informational Writing: SHORT ANSWER ESSAY: Based on your research, explain suicide reasons, statistics, warning signs, and/or treatment in the United States and around the world			Informational Snift 2 Knowledge of Disciplines	Students will gather research on suicide reasons (or statistics, treatments, and warning signs in the Un and around the world. Research can be from pample internet sites, etc. Students can also gather research about the effect suicides on loved ones and friends.			
Prior Knowledge: Prior Knowledge: Grammar, usage, and punctuation lessons from previous unit Essay development, organization, and style Research gathering	L 1, 2, 3 and 6; SL 1: Demonstrate command of the conventions of English grammar and usage Demonstrate command of the conventions of standard English Apply knowledge of language to make effective choices for meaning or style Acquire and use accurately general academic words and phrases		• For roube exa	 Weekly spelling and vocabulary tests For full-length essay, do pre-writing, graphic organizers, and rough drafts to develop a polished, final essay. Note-taking will be done on reading assignments and class discussions, adding examples and accurate information from the text to the essay. Lessons and worksheets will evaluate where students are and give further work to get students to an understanding of 				Tier 2 – Academic Vocabulary • Regular vocabulary lists 4-8 from Word Wealth.			
 Citing textual evidence Knowledge of citing themes Content vocabulary of literary elements 	ing and	 Acquire and use accurate words and phrases Initiate and participate of collaborative discussing groups, and teacher-le 	gra	grammar, usage, and conventions.				Tier 3 – Content Vocabulary Literary elements such as novel, protagonist, antagonist, motivation, dynamic and static characters, theme, plot, subplot, etc.			
g Blocks	anguage/Listen						Focus Vocabulary Shift 6: Academic Vocabulary				
Week 1: Research suicide topics and informally report them to the class. Take notes on these and then also be Week 2: Continue reading, quizzing, and taking notes on the book. Begin evaluating grammar and convention	Week 3: Conting reading, quizzing taking notes of introduce full topics and dev	ng, and and discuss theme: n book. Give Unit Test. Star ength essay and begin revision	of full-lengt t essays produced. F process ends from t	h essay inish any loose nit. Vocab and							
reading and taking notes skills. Do worksheets and on the book. Short answer lessons to strengthen or	organizers for worksheets for	them. Do editing. Vocab and									

Theme/Unit: E11 Compare and Contrast Essay (Estabrook) What? Enduring Understandings: Definition of a Compare and Contrast Essay Characteristics of Compare and Contrast Essay Integration of Compare and Contrast into an essay Combining Comparison and Contrast with other patterns	Standards-Based Essential Skills to be Targeted Throughout the Unit RI1, 4, 6, 7, • Cite strong, textual evidence to support analysis of what the text says explicitly and though inference • Determine the meanings of words and phrases as they are used in a text • Determine an author's point of views or purpose • Integrate and evaluate multiple sources of information presented in different media or formats		How? Strategies or Best Practices Used to Explicitly Teach Skills and Concepts The chapters contain several essays and articles (see "Informational Instructional Resources) for students to read, process, and analyze Students will select their own materials when working on their own projects	Instructional Resources Chapter 12 of Successful College Writing by Kathleer T. McWhorter			
Assessments: Formative – During Unit:	Writing Outcomes	 W 2 (a-f), 4, 5, 6,7,8 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately Develop claim(s) and counterclaims fairly and thoroughly Produce clear and coherent writing with appropriate development, organization, and style Develop and strengthen writing with planning, revising, editing, and rewriting Use technology to produce, publish, and update writing products Conduct short as well as more sustained research projects to address a topic 	 Literature Based Writing: A guided writing assignment based on the instructions given in the chapter A final Compare and Contrast essay based on claims and evidence gathered by each student 	<u>Informational</u> Poetry	 "An Amazing Journey: 100 Years in America" by Roger Simon and Angie Cannon "Dearly Disconnected" by Ian Frazier "Who's Eating What, and Why, in the United States and Europe" by Thomas Kinnear, Kenneth Bernhardt, and Kathleen Krentler "His Marriage and Hers: Childhood Roots" by Daniel Goleman "Defining a Doctor, with a Tear, a Shrug, and a Schedule" by Abigail Zuger 		
Notes: Review: Websites:	Language/Listening and Speaking	 L 1, 2; SL 1, 2, 4, and 5 Demonstrate command of standard English grammar and punctuation Class discussions Integrate multiple sources of information presented in diverse formats Present information, findings, and supporting evidence, conveying a clear and distinct perspective 	 Essay will include work with pre-writing, graphic organizers, and rough drafts to develop a polished, final essay. Lessons and worksheets will continue to keep students "fresh" on understanding of grammar and conventions Oral presentations and visual aids will allow students to obtain, integrate, and present information from multiple sources Class discussions 	Focus Vocabulary	Tier 2 – Academic Vocabulary: Tier 3 – Content Vocabulary: Comparison, contrast, point by point organization, subject by subject organization, thesis, editing, proofreading, bias		