

Month	IB Unit/Topic	Assessments and Activities	ATL Skills	Assessed Curriculum Standards and IB Criterion and Strands						
	Unit 1 Generations Whole Class Learning	<p>Anchor Text (Novel Excerpt): Literary Text, Two Kinds from The Joy Luck Club by Amy Tan            Anchor Text (News Blog): A Simple Act by Tyler Jackson            Anchor Text (Memoir): from An Invisible Thread by Laura Scroff &amp; Alex Tresniowski</p> <p><b>Analyze the Text:</b></p> <table border="1" data-bbox="443 459 1037 695"> <tr> <td> <ul style="list-style-type: none"> <li>compare and contrast</li> <li>analyze cause and effect</li> <li>draw conclusion</li> <li>make a judgment</li> <li>analyze and evaluate</li> <li>draw conclusions</li> <li>interpret</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>make inferences and support</li> <li>compare and contrast/assess</li> <li>interpret</li> <li>speculate</li> <li>answer the essential question</li> </ul> </td> </tr> </table> <p><b>Analyze Craft and Structure:</b></p> <table border="1" data-bbox="443 751 1037 967"> <tr> <td> <ul style="list-style-type: none"> <li>character and point of view</li> <li>character traits</li> <li>making inferences</li> <li>character's motives</li> <li>point of view</li> <li>first-person point of view</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>author's point of view:</li> <li>weighted words</li> <li>omniscient third-person</li> <li>limited third-person</li> <li>narrative point of view:</li> <li>direct quotations</li> <li>third-person point of view</li> </ul> </td> </tr> </table> <p><b>Conventions:</b></p> <table border="1" data-bbox="443 1024 1037 1211"> <tr> <td> <ul style="list-style-type: none"> <li>conventions:</li> <li>nouns and pronouns</li> <li>common noun</li> <li>proper noun</li> <li>possessive noun</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>adverbs</li> <li>adjectives</li> <li>personal pronoun</li> <li>possessive pronoun</li> </ul> </td> </tr> </table> <p><b>Formative:</b>  <b>Performance-Based Assessment Task</b>  <b>Narrative Task: Write A Nonfiction Narrative</b>            Prompt: What unexpected event shows how a person can influence someone from a different generation?            Language Development: Finding Your Voice</p>	<ul style="list-style-type: none"> <li>compare and contrast</li> <li>analyze cause and effect</li> <li>draw conclusion</li> <li>make a judgment</li> <li>analyze and evaluate</li> <li>draw conclusions</li> <li>interpret</li> </ul>	<ul style="list-style-type: none"> <li>make inferences and support</li> <li>compare and contrast/assess</li> <li>interpret</li> <li>speculate</li> <li>answer the essential question</li> </ul>	<ul style="list-style-type: none"> <li>character and point of view</li> <li>character traits</li> <li>making inferences</li> <li>character's motives</li> <li>point of view</li> <li>first-person point of view</li> </ul>	<ul style="list-style-type: none"> <li>author's point of view:</li> <li>weighted words</li> <li>omniscient third-person</li> <li>limited third-person</li> <li>narrative point of view:</li> <li>direct quotations</li> <li>third-person point of view</li> </ul>	<ul style="list-style-type: none"> <li>conventions:</li> <li>nouns and pronouns</li> <li>common noun</li> <li>proper noun</li> <li>possessive noun</li> </ul>	<ul style="list-style-type: none"> <li>adverbs</li> <li>adjectives</li> <li>personal pronoun</li> <li>possessive pronoun</li> </ul>	<p><b>Communication/ Communication Skills</b></p> <ul style="list-style-type: none"> <li>Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>Use appropriate forms of writing for different purposes and audiences</li> <li>Interpret and use effectively modes of non-verbal communication</li> <li>Use and interpret a range of discipline-specific terms and symbols</li> <li>Write for different purposes</li> <li>Organize and depict information logically</li> </ul> <p><b>Social Skills/ Collaboration Skills</b></p> <ul style="list-style-type: none"> <li>Give and receive meaningful feedback</li> </ul> <p><b>Self management/ Reflection Skills</b></p> <ul style="list-style-type: none"> <li>Focus on the process of creating by imitating the work of others</li> <li>Keep a journal to record reflections</li> </ul> <p><b>Research/ Information literacy Skills</b></p> <ul style="list-style-type: none"> <li>Present information in a variety of formats and platforms</li> </ul>	<p>Standards:</p> <ul style="list-style-type: none"> <li>Read and analyze how authors express point of view in nonfiction narrative. <b>RL.7.6</b></li> <li>Expand Knowledge and use of academic and thematic vocabulary. <b>RL.7.4, RI.7.4</b></li> <li>Write a nonfiction narrative in which you develop experiences or events using effective technique. <b>W.7.2</b></li> <li>Develop voice, or style of writing, with word choice and sentence structure to convey meaning and add variety and interest to writing and presentations. <b>L.7.3</b></li> <li>Collaborate with team to build on the ideas of others, develop consensus, and communicate. <b>SL.7.1</b></li> </ul> <p>IB Criterion and Strands</p> <p><b>A1:</b> identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts</p> <p><b>All:</b> identify and explain the effects of the creator's choices on an audience</p> <p><b>B1:</b> employ organizational structures that serve the context and intention</p> <p><b>BII:</b> organize opinions and ideas in a coherent and logical manner</p> <p><b>CI:</b> produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process</p> <p><b>DI:</b> use appropriate and varied vocabulary, sentence structures and forms of expression</p>
<ul style="list-style-type: none"> <li>compare and contrast</li> <li>analyze cause and effect</li> <li>draw conclusion</li> <li>make a judgment</li> <li>analyze and evaluate</li> <li>draw conclusions</li> <li>interpret</li> </ul>	<ul style="list-style-type: none"> <li>make inferences and support</li> <li>compare and contrast/assess</li> <li>interpret</li> <li>speculate</li> <li>answer the essential question</li> </ul>									
<ul style="list-style-type: none"> <li>character and point of view</li> <li>character traits</li> <li>making inferences</li> <li>character's motives</li> <li>point of view</li> <li>first-person point of view</li> </ul>	<ul style="list-style-type: none"> <li>author's point of view:</li> <li>weighted words</li> <li>omniscient third-person</li> <li>limited third-person</li> <li>narrative point of view:</li> <li>direct quotations</li> <li>third-person point of view</li> </ul>									
<ul style="list-style-type: none"> <li>conventions:</li> <li>nouns and pronouns</li> <li>common noun</li> <li>proper noun</li> <li>possessive noun</li> </ul>	<ul style="list-style-type: none"> <li>adverbs</li> <li>adjectives</li> <li>personal pronoun</li> <li>possessive pronoun</li> </ul>									
	Unit 1 Generations	<b>Anchor/Supporting Texts:</b>								

Small Group Learning

**New Article:** *Tutors Teach Seniors New High-Tech Tricks* by Jennifer Ludden  
**Compare (Memoir):** *from Mom & Me & Mom* by Maya Angelou  
**Compare (Media Video):** *Learning to Love my Mother* by Maya Angelou  
**Media: Image Gallery**  
*Mother-Daughter Drawings* by Mica and Myla Hendricks  
**Poetry:**  
*Mother to Son* by Langston Hughes  
*To James* by Frank Home

**Analyze the Text:**

<ul style="list-style-type: none"> <li>● review and clarify</li> <li>● present and discuss</li> <li>● analyze and interpret</li> </ul>	<ul style="list-style-type: none"> <li>● distinguish and interpret</li> <li>● describe and analyze</li> <li>● answer the essential question</li> </ul>
--	--

**Analyze Craft and Structure:**

<ul style="list-style-type: none"> <li>● development of central ideas</li> <li>● main or central idea</li> <li>● skim</li> <li>● read closely</li> <li>● scan</li> <li>● figurative language:</li> </ul>	<ul style="list-style-type: none"> <li>● character traits</li> <li>● characterization</li> <li>● direct characterization</li> <li>● indirect characterization</li> <li>● make inferences</li> <li>● symbol</li> <li>● central symbol</li> </ul>
--	---

**Conventions:**

<ul style="list-style-type: none"> <li>● conjunctions</li> <li>● coordinating</li> <li>● subordinating</li> </ul>	<ul style="list-style-type: none"> <li>● independent and dependent clauses</li> <li>● subordinate</li> <li>● clause</li> </ul>
---	--

**Formative:**

**Performance-Based Assessment Task**

Speaking and Listening Focus: Present a Nonfiction Narrative

Prompt: What new knowledge or skills can you learn from someone of a different generation?

- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks

**Research/Media Literacy skills**

- Understand the impact of media representations and modes of presentation

**Thinking/ Critical-thinking skills**

- Gather and organize relevant information to formulate an argument

**Thinking/ Transfer skills**

- Combine knowledge, understanding and skills to create products or solutions

**DII:** write and speak in an appropriate register and style

**DIV:** spell (alphabetic languages), write (character languages) and pronounce with accuracy

**DV:** use appropriate nonverbal communication techniques

Unit 1 Generations

- Lineage by Margaret Walker

	Independent Learning	<ul style="list-style-type: none"> <li>● Family by Grace Paley</li> <li>● “Gotcha Day” Isn’t a Cause for Celebration by Sophie Johnson</li> <li>● The Grandfather and His Little Grandson by Leo Tolstoy</li> <li>● Bridging the Generational Divide Between a Football Father and a Soccer Son by John McCormick</li> <li>● Water Names by Lan Samantha Chang</li> <li>● An Hour With Abuelo by Judith Ortiz Cofer</li> </ul> <p><b><u>Summative</u></b>  <b>Performance-Based Assessment Task</b>  Writing to Sources: Nonfiction Narrative  Prompt: In what situations can one generation learn from another?  Speaking and Listening Outcome: Multimedia Presentation</p>		
--	----------------------	---	--	--

Month	IB Unit/Topic	Assessments and Activities	ATL Skills	Assessed Curriculum Standards and IB Criterion and Strands
-------	---------------	----------------------------	------------	--

	Unit 2 A Starry Home  Whole Class Learning	<p><b>Anchor/Supporting Texts:</b>  <b>Anchor Text (Short Story):</b> <i>Dark They Were and Golden Eyed</i> by Ray Bradbury  <b>Media: Radio Play:</b> <i>Dark They Were and Golden Eyed</i> by Ray Bradbury  <b>Anchor Text (News Article):</b> <i>Danger! This Mission to Mars Could Bore You to Death</i> by Maggie Koerth-Baker</p> <p><b><u>Analyze the Text:</u></b></p> <table border="1" data-bbox="443 1057 1039 1216"> <tr> <td data-bbox="443 1057 737 1216"> <ul style="list-style-type: none"> <li>● explain</li> <li>● examine</li> <li>● assess</li> <li>● connect</li> </ul> </td> <td data-bbox="737 1057 1039 1216"> <ul style="list-style-type: none"> <li>● draw conclusions</li> <li>● review and discuss</li> <li>● discuss</li> <li>● answer the essential question</li> </ul> </td> </tr> </table> <p><b><u>Analyze Craft and Structure:</u></b></p> <table border="1" data-bbox="443 1276 1039 1409"> <tr> <td data-bbox="443 1276 737 1409"> <ul style="list-style-type: none"> <li>● figurative language:</li> <li>● figures of speech</li> <li>● simile</li> <li>● metaphor</li> </ul> </td> <td data-bbox="737 1276 1039 1409"> <ul style="list-style-type: none"> <li>● personification</li> <li>● text structure: informative writing</li> </ul> </td> </tr> </table> <p><b><u>Conventions:</u></b></p> <table border="1" data-bbox="443 1469 1039 1523"> <tr> <td data-bbox="443 1469 726 1523"> <ul style="list-style-type: none"> <li>● comparisons</li> </ul> </td> <td data-bbox="726 1469 1039 1523"> <ul style="list-style-type: none"> <li>● superlative</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>● explain</li> <li>● examine</li> <li>● assess</li> <li>● connect</li> </ul>	<ul style="list-style-type: none"> <li>● draw conclusions</li> <li>● review and discuss</li> <li>● discuss</li> <li>● answer the essential question</li> </ul>	<ul style="list-style-type: none"> <li>● figurative language:</li> <li>● figures of speech</li> <li>● simile</li> <li>● metaphor</li> </ul>	<ul style="list-style-type: none"> <li>● personification</li> <li>● text structure: informative writing</li> </ul>	<ul style="list-style-type: none"> <li>● comparisons</li> </ul>	<ul style="list-style-type: none"> <li>● superlative</li> </ul>	<p><b>Communication/ Communication Skills</b></p> <ul style="list-style-type: none"> <li>● Use a variety of media to communicate with a range of audiences</li> <li>● Read a variety of sources for information and for pleasure</li> <li>● Use a variety of organizers for academic writing tasks</li> <li>● Structure information in summaries, essays and reports</li> </ul> <p><b>Self Management/ Organization Skills</b></p> <ul style="list-style-type: none"> <li>● Plan strategies and take action to achieve personal and academic goals</li> <li>● Select and use technology effectively and productively</li> </ul>	Standards: <ul style="list-style-type: none"> <li>● Evaluate written arguments by analyzing how authors state and support their claims. <b>RI.7.8</b></li> <li>● Expand Knowledge and use of academic and concept vocabulary. <b>RI.7.4, RI.7.4</b></li> <li>● Write an argumentative essay in which you effectively incorporate the key elements of an argument. <b>W.7.1</b></li> <li>● Conduct research projects of various lengths to explore a topic and clarify meaning. <b>W.7.7</b></li> <li>● Demonstrate command of the proper use of verb tenses. <b>L.7.1</b></li> <li>● Collaborate with your team to build on the ideas of others, develop consensus, and communicate <b>SL.7.1</b></li> <li>● Integrate audio, visuals, and text in presentations <b>SL.7.5</b></li> </ul> <p>IB Criterion and Strands Standards:</p>
<ul style="list-style-type: none"> <li>● explain</li> <li>● examine</li> <li>● assess</li> <li>● connect</li> </ul>	<ul style="list-style-type: none"> <li>● draw conclusions</li> <li>● review and discuss</li> <li>● discuss</li> <li>● answer the essential question</li> </ul>									
<ul style="list-style-type: none"> <li>● figurative language:</li> <li>● figures of speech</li> <li>● simile</li> <li>● metaphor</li> </ul>	<ul style="list-style-type: none"> <li>● personification</li> <li>● text structure: informative writing</li> </ul>									
<ul style="list-style-type: none"> <li>● comparisons</li> </ul>	<ul style="list-style-type: none"> <li>● superlative</li> </ul>									

		<ul style="list-style-type: none"> <li>• using adjectives and adverbs</li> <li>• positive</li> <li>• comparative</li> </ul>	<ul style="list-style-type: none"> <li>• action verbs and linking verbs</li> </ul>	<p><b>Self Management/ Affective Skills</b></p> <ul style="list-style-type: none"> <li>• Mindfulness</li> </ul> <p><b>Self Management/ Reflection Skills</b></p> <ul style="list-style-type: none"> <li>• Consider content</li> </ul> <p><b>Research/ Information Literacy Skills</b></p> <ul style="list-style-type: none"> <li>• Collect, record and verify data</li> <li>• Collect and analyse data to identify solutions and make informed decisions</li> </ul> <p><b>Research/ Media Literacy Skills</b></p> <ul style="list-style-type: none"> <li>• Communicate information and ideas effectively to multiple audiences using a variety of media and formats</li> </ul>	<p><b>AI:</b> identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts</p> <p><b>AII:</b> identify and explain the effects of the creator’s choices on an audience</p> <p><b>AIII:</b> justify opinions and ideas, using examples, explanations and terminology</p> <p><b>AIV:</b> interpret similarities and differences in features within and between genres and texts.</p> <p><b>BI:</b> employ organizational structures that serve the context and intention</p> <p><b>BII:</b> organize opinions and ideas in a coherent and logical manner</p> <p><b>BIII:</b> use referencing and formatting tools to create a presentation style suitable to the context and intention.</p> <p><b>CI:</b> produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process</p> <p><b>CIII:</b> select relevant details and examples to develop ideas.</p> <p><b>DI:</b> use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p><b>DII:</b> write and speak in an appropriate register and style</p> <p><b>DIII:</b> use correct grammar, syntax and punctuation</p> <p><b>DIV:</b> spell (alphabetic languages), write (character languages) and pronounce with accuracy</p>				
	<p>Unit 2 A Starry Home</p> <p>Small Group Learning</p>	<p><b>Formative:</b> <b>Performance-Based Assessment Task</b> <b>Write an Argument</b> Prompt: Do the benefits of exploring Mars outweigh the risks?</p> <p>Language Development: Conventions</p> <p><b>News Article:</b> <i>Future of Space Exploration Could See Humans on Mars, Alien Planets</i> by Nola Taylor Redd <b>Short Story:</b> <i>The Last Dog</i> by Katherine Paterson <b>Media: Video:</b> <i>Ellen Ochoa: Director, Johnson Space Center</i> by Ellen Ochoa, Ph.D. <b>Interview</b> <i>Neil deGrasse Tyson on the Future of U.S. Space Exploration After Curiosity</i> by Keith Wagstaff</p> <p><b>Analyze the Text:</b></p> <table border="1" data-bbox="445 808 1039 917"> <tr> <td> <ul style="list-style-type: none"> <li>• review and clarify</li> <li>• present and discuss</li> <li>• describe</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• analyze</li> <li>• answer the essential question</li> </ul> </td> </tr> </table> <p><b>Analyze Craft and Structure:</b></p> <table border="1" data-bbox="445 974 1039 1112"> <tr> <td> <ul style="list-style-type: none"> <li>• development of ideas</li> <li>• text structure</li> <li>• conflict and resolution</li> <li>• external conflict</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• internal conflict</li> <li>• evaluate argument and claims</li> </ul> </td> </tr> </table> <p><b>Conventions:</b></p> <table border="1" data-bbox="445 1169 1039 1380"> <tr> <td> <ul style="list-style-type: none"> <li>• principal parts of verbs</li> <li>• present</li> <li>• present participle</li> <li>• past</li> <li>• past participle</li> <li>• simple and</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• compound subjects and predicates</li> <li>• declarative</li> <li>• interrogative</li> <li>• imperative</li> <li>• exclamatory</li> </ul> </td> </tr> </table> <p><b>Formative:</b> <b>Performance-Based Assessment Task</b> <b>Speaking and Listening Focus: Present an Argument</b></p>		<ul style="list-style-type: none"> <li>• review and clarify</li> <li>• present and discuss</li> <li>• describe</li> </ul>	<ul style="list-style-type: none"> <li>• analyze</li> <li>• answer the essential question</li> </ul>	<ul style="list-style-type: none"> <li>• development of ideas</li> <li>• text structure</li> <li>• conflict and resolution</li> <li>• external conflict</li> </ul>	<ul style="list-style-type: none"> <li>• internal conflict</li> <li>• evaluate argument and claims</li> </ul>	<ul style="list-style-type: none"> <li>• principal parts of verbs</li> <li>• present</li> <li>• present participle</li> <li>• past</li> <li>• past participle</li> <li>• simple and</li> </ul>	<ul style="list-style-type: none"> <li>• compound subjects and predicates</li> <li>• declarative</li> <li>• interrogative</li> <li>• imperative</li> <li>• exclamatory</li> </ul>
<ul style="list-style-type: none"> <li>• review and clarify</li> <li>• present and discuss</li> <li>• describe</li> </ul>	<ul style="list-style-type: none"> <li>• analyze</li> <li>• answer the essential question</li> </ul>								
<ul style="list-style-type: none"> <li>• development of ideas</li> <li>• text structure</li> <li>• conflict and resolution</li> <li>• external conflict</li> </ul>	<ul style="list-style-type: none"> <li>• internal conflict</li> <li>• evaluate argument and claims</li> </ul>								
<ul style="list-style-type: none"> <li>• principal parts of verbs</li> <li>• present</li> <li>• present participle</li> <li>• past</li> <li>• past participle</li> <li>• simple and</li> </ul>	<ul style="list-style-type: none"> <li>• compound subjects and predicates</li> <li>• declarative</li> <li>• interrogative</li> <li>• imperative</li> <li>• exclamatory</li> </ul>								

		Prompt: Should space exploration be a priority for our country?		DV: use appropriate nonverbal communication techniques						
	Unit 2 A Starry Home  Independent Learning	<ul style="list-style-type: none"> <li>Science-Fiction Cradlesong by C.S. Lewis</li> <li>UFO Sightings and News by Benjamin Radford</li> <li>from Packing for Mars by Mary Roach</li> <li>Trip to Mars Could Damage Astronauts' Brains by Laura Sanders</li> </ul> <p><b>Summative</b>  <b>Performance-Based Assessment Task</b>  Writing to Sources: Argument  Writing Prompt: Should we spend valuable resources on space exploration?  Speaking and Listening Outcome: Oral Presentation</p>								
Month	IB Unit/Topic	Assessments and Activities	ATL Skills	Assessed Curriculum Standards and IB Criterion and Strands						
	Unit 3 Turning Points  Whole Group Learning	<p><b>Anchor/Supporting Texts:</b>  <b>Anchor Text (Drama):</b> <i>A Christmas Carol: Scrooge and Marley, Act I</i> by Israel Horovitz  <b>Anchor Text (Drama):</b> <i>Christmas Carol: Scrooge and Marley, Act II</i> by Israel Horovitz  <b>Media Film:</b> <i>from Scrooge</i> directed by Henry Edwards</p> <p><b>Analyze the Text:</b></p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> <li>explain</li> <li>examine</li> <li>reconstruct</li> <li>determine</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>characterize</li> <li>review and discuss</li> <li>answer the essential question</li> </ul> </td> </tr> </table> <p><b>Analyze Craft and Structure:</b></p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> <li>dialogue in drama:</li> <li>dialogue conflict</li> <li>stage directions</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>script</li> <li>dialogue</li> <li>stage direction</li> </ul> </td> </tr> </table> <p><b>Conventions:</b></p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> <li>compound subject</li> <li>simple sentence</li> <li>compound sentence</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>complex sentence</li> <li>compound-complex</li> <li>independent clauses</li> </ul> </td> </tr> </table> <p><b>Formative:</b>  <b>Performance-Based Assessment Task</b>  Write an Informative Essay</p>	<ul style="list-style-type: none"> <li>explain</li> <li>examine</li> <li>reconstruct</li> <li>determine</li> </ul>	<ul style="list-style-type: none"> <li>characterize</li> <li>review and discuss</li> <li>answer the essential question</li> </ul>	<ul style="list-style-type: none"> <li>dialogue in drama:</li> <li>dialogue conflict</li> <li>stage directions</li> </ul>	<ul style="list-style-type: none"> <li>script</li> <li>dialogue</li> <li>stage direction</li> </ul>	<ul style="list-style-type: none"> <li>compound subject</li> <li>simple sentence</li> <li>compound sentence</li> </ul>	<ul style="list-style-type: none"> <li>complex sentence</li> <li>compound-complex</li> <li>independent clauses</li> </ul>	<p><b>Communication/ Communication Skills</b></p> <ul style="list-style-type: none"> <li>Read critically and for comprehension</li> <li>Paraphrase accurately and concisely</li> <li>Take effective notes in class</li> </ul> <p><b>Social Skills/ Collaboration Skills</b></p> <ul style="list-style-type: none"> <li>Listen actively to other perspectives and ideas</li> </ul> <p><b>Self Management/ Organization Skills</b></p> <ul style="list-style-type: none"> <li>Keep an organized and logical system of information files/notebooks</li> <li>Use appropriate strategies for organizing complex information</li> </ul> <p><b>Self Management/ Affective Skills</b></p>	<p>Standards:</p> <ul style="list-style-type: none"> <li>Read and explain explanatory texts. <b>RI.7.1</b></li> <li>Expand Knowledge and use of academic and concept vocabulary. <b>RL.7.4, RI.7.4</b></li> <li>Write an explanatory text to examine a topic and convey ideas. <b>W.7.2</b></li> <li>Conduct research projects of various lengths to explore a topic and clarify meaning. <b>W.7.7</b></li> <li>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. <b>L.7.3.a</b></li> <li>Collaborate with your team to build on the ideas of others, develop consensus, and communicate. <b>SL.7.1</b></li> <li>Integrate audio, visuals, and text in presentations. <b>SL.7.5</b></li> </ul> <p>IB Criterion and Strands Standards:</p>
<ul style="list-style-type: none"> <li>explain</li> <li>examine</li> <li>reconstruct</li> <li>determine</li> </ul>	<ul style="list-style-type: none"> <li>characterize</li> <li>review and discuss</li> <li>answer the essential question</li> </ul>									
<ul style="list-style-type: none"> <li>dialogue in drama:</li> <li>dialogue conflict</li> <li>stage directions</li> </ul>	<ul style="list-style-type: none"> <li>script</li> <li>dialogue</li> <li>stage direction</li> </ul>									
<ul style="list-style-type: none"> <li>compound subject</li> <li>simple sentence</li> <li>compound sentence</li> </ul>	<ul style="list-style-type: none"> <li>complex sentence</li> <li>compound-complex</li> <li>independent clauses</li> </ul>									

	<p>Prompt: How does Scrooge’s character transform over the course of the play?</p> <p>Language Development: Conventions</p>	<ul style="list-style-type: none"> <li>● Perseverance</li> </ul>	<p><b>AI:</b> identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts</p>						
<p>Unit 3 Turning Points</p> <p>Small Group Learning</p>	<p><b>Short Story:</b> <i>Thank You, M’am</i> by Langston Hughes  <b>Memoir:</b> <i>from An American Childhood</i> by Annie Dillard  <b>Media: Photo Gallery:</b> <i>Urban Farming Is Growing a Greener Future</i> by Hillary Schwei</p> <p><b>Analyze the Text:</b></p> <table border="1" data-bbox="443 513 1039 621"> <tr> <td> <ul style="list-style-type: none"> <li>● review and clarify</li> <li>● present and discuss</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>● review and synthesize</li> <li>● answer the essential question</li> </ul> </td> </tr> </table> <p><b>Analyze Craft and Structure:</b></p> <table border="1" data-bbox="443 678 1039 867"> <tr> <td> <ul style="list-style-type: none"> <li>● plot:</li> <li>● exposition</li> <li>● rising action</li> <li>● conflict</li> <li>● climax</li> <li>● falling action</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>● resolution</li> <li>● analyze interactions:</li> <li>● reflective writing</li> <li>● central ideas</li> <li>● make inferences</li> </ul> </td> </tr> </table> <p><b>Conventions:</b></p> <table border="1" data-bbox="443 924 1039 1032"> <tr> <td> <ul style="list-style-type: none"> <li>● preposition</li> <li>● prepositional</li> <li>● phrase</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>● object of the preposition</li> <li>● appositives and</li> <li>● appositive phrases</li> </ul> </td> </tr> </table> <p><b>Formative:</b>  <b>Performance-Based Assessment Task</b>  <b>Speaking and Listening Focus: Present an Argument</b>  Present an Explanatory Essay  Prompt: How are the turning points in the selections similar to and different from each other?</p>	<ul style="list-style-type: none"> <li>● review and clarify</li> <li>● present and discuss</li> </ul>	<ul style="list-style-type: none"> <li>● review and synthesize</li> <li>● answer the essential question</li> </ul>	<ul style="list-style-type: none"> <li>● plot:</li> <li>● exposition</li> <li>● rising action</li> <li>● conflict</li> <li>● climax</li> <li>● falling action</li> </ul>	<ul style="list-style-type: none"> <li>● resolution</li> <li>● analyze interactions:</li> <li>● reflective writing</li> <li>● central ideas</li> <li>● make inferences</li> </ul>	<ul style="list-style-type: none"> <li>● preposition</li> <li>● prepositional</li> <li>● phrase</li> </ul>	<ul style="list-style-type: none"> <li>● object of the preposition</li> <li>● appositives and</li> <li>● appositive phrases</li> </ul>	<p><b>Research/ Information Literacy Skills</b></p> <ul style="list-style-type: none"> <li>● Access information to be informed and inform others</li> <li>● Use critical-literacy skills to analyse and interpret media communications</li> <li>● Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions</li> </ul> <p><b>Research/ Media Literacy Skills</b></p> <ul style="list-style-type: none"> <li>● Seek a range of perspectives from multiple and varied sources</li> </ul> <p><b>Thinking/ Critical-Thinking Skills</b></p> <ul style="list-style-type: none"> <li>● Identify obstacles and challenges</li> </ul> <p><b>Thinking/ Creative-Thinking Skills</b></p> <ul style="list-style-type: none"> <li>● Consider multiple alternatives, including those that might be unlikely or impossible</li> </ul>	<p><b>All:</b> identify and explain the effects of the creator’s choices on an audience</p> <p><b>AllII:</b> justify opinions and ideas, using examples, explanations and terminology</p> <p><b>BI:</b> employ organizational structures that serve the context and intention</p> <p><b>BII:</b> organize opinions and ideas in a coherent and logical manner</p> <p><b>BIII:</b> use referencing and formatting tools to create a presentation style suitable to the context and intention.</p> <p><b>CI:</b> produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process</p> <p><b>CII:</b> make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p><b>CIII:</b> select relevant details and examples to develop ideas.</p> <p><b>DI:</b> use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p><b>DII:</b> write and speak in an appropriate register and style</p>
<ul style="list-style-type: none"> <li>● review and clarify</li> <li>● present and discuss</li> </ul>	<ul style="list-style-type: none"> <li>● review and synthesize</li> <li>● answer the essential question</li> </ul>								
<ul style="list-style-type: none"> <li>● plot:</li> <li>● exposition</li> <li>● rising action</li> <li>● conflict</li> <li>● climax</li> <li>● falling action</li> </ul>	<ul style="list-style-type: none"> <li>● resolution</li> <li>● analyze interactions:</li> <li>● reflective writing</li> <li>● central ideas</li> <li>● make inferences</li> </ul>								
<ul style="list-style-type: none"> <li>● preposition</li> <li>● prepositional</li> <li>● phrase</li> </ul>	<ul style="list-style-type: none"> <li>● object of the preposition</li> <li>● appositives and</li> <li>● appositive phrases</li> </ul>								
<p>Unit 3 Turning Points</p> <p>Individual Learning</p>	<ul style="list-style-type: none"> <li>● Little Things Are Big by Jesus Colon</li> <li>● Profile: Malala Yousafzai from BBC</li> <li>● Noor Inayat Khan from Women Heroes of WWII by Kathryn J. Atwood</li> <li>● A Retrieved Reformation by O. Henry</li> </ul> <p><b>Summative</b>  <b>Performance-Based Assessment Task</b></p>	<p><b>Thinking/ Transfer Skills</b></p> <ul style="list-style-type: none"> <li>● Apply skills and knowledge in unfamiliar situations</li> </ul>	<p><b>DIV:</b> spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p><b>DV:</b> use appropriate nonverbal communication techniques</p>						

		<p>Writing to Sources: Explanatory Essay          Writing Prompt: What can cause a significant change in someone's life?          Speaking and Listening Outcome: Oral Presentation</p>								
Month	IB Unit/Topic	Assessments and Activities	ATL Skills	Assessed Curriculum Standards and IB Criterion and Strands						
	<p>Unit 4          People and the Planet</p> <p>Whole Class Learning</p>	<p><b>Anchor Text (Essay):</b> <i>from Silent Spring</i> by Rachel Carson  <b>Anchor Text (Speech):</b> <i>Nobel Speech</i> by Al Gore  <b>Media Video:</b> <i>Nobel Speech</i> by Al Gore</p> <p><b>Analyze the Text:</b></p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> <li>interpret</li> <li>make inferences</li> <li>support</li> <li>compare and contrast</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>review and discuss</li> <li>answer the essential question</li> </ul> </td> </tr> </table> <p><b>Analyze Craft and Structure:</b></p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> <li>author's word choice</li> <li>imagery</li> <li>images</li> <li>mood</li> <li>connotations</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>figurative</li> <li>meanings</li> <li>evaluate an argument: persuasive speech</li> </ul> </td> </tr> </table> <p><b>Conventions:</b></p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> <li>the subjunctive</li> <li>indicative mood</li> <li>subjunctive mood</li> <li>infinitive phrases and gerund phrases</li> <li>infinitive</li> <li>infinitive phrase</li> <li>noun</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>adjective</li> <li>adverb</li> <li>subject</li> <li>direct object</li> <li>predicate noun</li> <li>object of a</li> <li>preposition</li> </ul> </td> </tr> </table> <p><b>Formative:</b>  <b>Performance-Based Assessment Task</b>  <b>Write an Argument</b>          Prompt: What is the most significant effect that people have on the environment?          Language Development: Conventions</p>	<ul style="list-style-type: none"> <li>interpret</li> <li>make inferences</li> <li>support</li> <li>compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>review and discuss</li> <li>answer the essential question</li> </ul>	<ul style="list-style-type: none"> <li>author's word choice</li> <li>imagery</li> <li>images</li> <li>mood</li> <li>connotations</li> </ul>	<ul style="list-style-type: none"> <li>figurative</li> <li>meanings</li> <li>evaluate an argument: persuasive speech</li> </ul>	<ul style="list-style-type: none"> <li>the subjunctive</li> <li>indicative mood</li> <li>subjunctive mood</li> <li>infinitive phrases and gerund phrases</li> <li>infinitive</li> <li>infinitive phrase</li> <li>noun</li> </ul>	<ul style="list-style-type: none"> <li>adjective</li> <li>adverb</li> <li>subject</li> <li>direct object</li> <li>predicate noun</li> <li>object of a</li> <li>preposition</li> </ul>	<p><b>Communication/ Communication Skills</b></p> <ul style="list-style-type: none"> <li>Use intercultural understanding to interpret communication</li> <li>Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>Use appropriate forms of writing for different purposes and audiences</li> <li>Interpret and use effectively modes of non-verbal communication</li> <li>Share ideas with multiple audiences using a variety of digital environments and media</li> <li>Make inferences and draw conclusions</li> <li>Use and interpret a range of discipline-specific terms and symbols</li> </ul> <p><b>Self Management/ Organization Skills</b></p> <ul style="list-style-type: none"> <li>Create plans to prepare for summative assessments (examinations and performances)</li> <li>Use appropriate strategies for organizing complex information</li> </ul>	<p>Standards:</p> <ul style="list-style-type: none"> <li>Evaluate written arguments by analyzing how authors state and support their claims. <b>RI.7.8</b></li> <li>Expand Knowledge and use of academic and thematic vocabulary. <b>RI.7.4</b></li> <li>Write an argumentative essay in which you effectively incorporate the key elements of an argument. <b>W.7.1</b></li> <li>Conduct research projects of various lengths to explore a topic and clarify meaning. <b>W.7.7</b></li> <li>Demonstrate command of the use of participles and participial phrases. <b>L.7.1</b></li> <li>Collaborate with your team to build on the ideas of others, develop consensus, and communicate. <b>SL.7.1</b></li> <li>Integrate audio, visuals, and text in presentations. <b>SL.7.5</b></li> </ul> <p>IB Criterion and Strands Standards:</p> <p><b>AI:</b> identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts</p> <p><b>AII:</b> identify and explain the effects of the creator's choices on an audience</p> <p><b>AIII:</b> justify opinions and ideas, using examples, explanations and terminology</p> <p><b>AIV:</b> interpret similarities and differences in features within and between genres and texts.</p> <p><b>BI:</b> employ organizational structures that serve the context and intention</p>
<ul style="list-style-type: none"> <li>interpret</li> <li>make inferences</li> <li>support</li> <li>compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>review and discuss</li> <li>answer the essential question</li> </ul>									
<ul style="list-style-type: none"> <li>author's word choice</li> <li>imagery</li> <li>images</li> <li>mood</li> <li>connotations</li> </ul>	<ul style="list-style-type: none"> <li>figurative</li> <li>meanings</li> <li>evaluate an argument: persuasive speech</li> </ul>									
<ul style="list-style-type: none"> <li>the subjunctive</li> <li>indicative mood</li> <li>subjunctive mood</li> <li>infinitive phrases and gerund phrases</li> <li>infinitive</li> <li>infinitive phrase</li> <li>noun</li> </ul>	<ul style="list-style-type: none"> <li>adjective</li> <li>adverb</li> <li>subject</li> <li>direct object</li> <li>predicate noun</li> <li>object of a</li> <li>preposition</li> </ul>									
	<p>Unit 4          People and the Planet</p>	<p><b>Poetry Collection:</b> <i>Turtle Watchers</i> by Linda Hogan  <i>Nature is What We See</i> by Emily Dickinson  <i>The Sparrow</i> by Paul Laurence Dunbar  <b>Media: Photo Gallery:</b> <i>Eagle Tracking at Follensby Pond</i> by The Nature Conservancy</p>								

<p>Small Group Learning</p>	<p><b>Short Story:</b> <i>He—y, Come On Ou—t!</i> by Shinichi Hoshi translated by Stanleigh Jones</p> <p><b><u>Analyze the Text:</u></b></p> <table border="1" data-bbox="443 256 1037 367"> <tr> <td> <ul style="list-style-type: none"> <li>review and clarify</li> <li>present and discuss</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>review and synthesize</li> <li>answer the essential question</li> </ul> </td> </tr> </table> <p><b><u>Analyze Craft and Structure:</u></b></p> <table border="1" data-bbox="443 423 1037 558"> <tr> <td> <ul style="list-style-type: none"> <li>the speaker in lyric poetry</li> <li>elements of a short story</li> <li>irony</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>theme</li> <li>dramatic irony</li> <li>situational irony</li> <li>verbal irony</li> </ul> </td> </tr> </table> <p><b><u>Conventions:</u></b></p> <table border="1" data-bbox="443 618 1037 854"> <tr> <td> <ul style="list-style-type: none"> <li>author’s style:</li> <li>word choice</li> <li>diction</li> <li>tone</li> <li>denotations</li> <li>connotations</li> <li>make inferences</li> <li>theme</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>punctuation marks</li> <li>colon</li> <li>semicolon</li> <li>hyphen</li> <li>dash</li> <li>brackets</li> <li>parentheses</li> </ul> </td> </tr> </table> <p><b><u>Formative:</u></b>  <b>Performance-Based Assessment Task</b>  <b>Speaking and Listening Focus: Present an Argument</b>          Prompt: Do people always have a negative impact on the environment?</p>	<ul style="list-style-type: none"> <li>review and clarify</li> <li>present and discuss</li> </ul>	<ul style="list-style-type: none"> <li>review and synthesize</li> <li>answer the essential question</li> </ul>	<ul style="list-style-type: none"> <li>the speaker in lyric poetry</li> <li>elements of a short story</li> <li>irony</li> </ul>	<ul style="list-style-type: none"> <li>theme</li> <li>dramatic irony</li> <li>situational irony</li> <li>verbal irony</li> </ul>	<ul style="list-style-type: none"> <li>author’s style:</li> <li>word choice</li> <li>diction</li> <li>tone</li> <li>denotations</li> <li>connotations</li> <li>make inferences</li> <li>theme</li> </ul>	<ul style="list-style-type: none"> <li>punctuation marks</li> <li>colon</li> <li>semicolon</li> <li>hyphen</li> <li>dash</li> <li>brackets</li> <li>parentheses</li> </ul>	<p><b>Self Management/ Reflection Skills</b></p> <ul style="list-style-type: none"> <li>Develop new skills, techniques and strategies for effective learning</li> </ul> <p><b>Research/ Information Literacy Skills</b></p> <ul style="list-style-type: none"> <li>Make connections between various sources of information</li> </ul> <p><b>Thinking/ Creative-Thinking Skills</b></p> <ul style="list-style-type: none"> <li>Create original works and ideas; use existing works and ideas in new ways</li> </ul>	<p><b>BII:</b> organize opinions and ideas in a coherent and logical manner</p> <p><b>BIII:</b> use referencing and formatting tools to create a presentation style suitable to the context and intention.</p> <p><b>CI:</b> produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process</p> <p><b>CIII:</b> select relevant details and examples to develop ideas.</p> <p><b>DI:</b> use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p><b>DII:</b> write and speak in an appropriate register and style</p> <p><b>DIII:</b> use correct grammar, syntax and punctuation</p> <p><b>DIV:</b> spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p><b>DV:</b> use appropriate nonverbal communication techniques</p>
<ul style="list-style-type: none"> <li>review and clarify</li> <li>present and discuss</li> </ul>	<ul style="list-style-type: none"> <li>review and synthesize</li> <li>answer the essential question</li> </ul>								
<ul style="list-style-type: none"> <li>the speaker in lyric poetry</li> <li>elements of a short story</li> <li>irony</li> </ul>	<ul style="list-style-type: none"> <li>theme</li> <li>dramatic irony</li> <li>situational irony</li> <li>verbal irony</li> </ul>								
<ul style="list-style-type: none"> <li>author’s style:</li> <li>word choice</li> <li>diction</li> <li>tone</li> <li>denotations</li> <li>connotations</li> <li>make inferences</li> <li>theme</li> </ul>	<ul style="list-style-type: none"> <li>punctuation marks</li> <li>colon</li> <li>semicolon</li> <li>hyphen</li> <li>dash</li> <li>brackets</li> <li>parentheses</li> </ul>								
<p>Unit 4 People and the Planet</p> <p>Individual Learning</p>	<ul style="list-style-type: none"> <li>The Old, Old Tree from My Side of the Mountain by Jean Craighead George</li> <li>How Grandmother Spider Stole the Sun by Michael J. Caduto and Joseph Bruchac</li> <li>The Story of Victor d’Aveyron, the Wild Child by Eloise Montalban</li> <li>from Of Wolves and Men by Barry Lopez</li> </ul> <p><b><u>Summative</u></b>  <b>Performance-Based Assessment Task</b>          Writing to Sources: Argument          Prompt: Are the needs of people ever more important than the needs of animals and the planet? Explain your position.</p>								



Month	IB Unit/Topic	Assessments and Activities	ATL Skills	Assessed Curriculum Standards and IB Criterion and Strands						
February	<b>Unit 5 Facing Adversity</b>  <b>Whole Group Learning</b>	<p><b>Speaking and Listening Outcome: Oral Presentation</b></p> <p><b>Media Video:</b> <i>Surviving the Dust Bowl</i> from American Experience  <b>Anchor Text (Novel Excerpt):</b> <i>from The Grapes of Wrath</i> by John Steinbeck  <b>Anchor Text (Short Story):</b> <i>The Circuit</i> by Francisco Jiménez</p> <p><b>Analyze the Text:</b></p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> <li>review and discuss</li> <li>characterize</li> <li>interpret</li> <li>identify</li> <li>conclude</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>review and clarify</li> <li>present and discuss</li> <li>answer the essential question</li> </ul> </td> </tr> </table> <p><b>Analyze Craft and Structure:</b></p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> <li>setting and cultural context:</li> <li>setting</li> <li>cultural and historical context</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>theme</li> <li>stated themes</li> <li>implied themes</li> </ul> </td> </tr> </table> <p><b>Conventions:</b></p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> <li>author's style:</li> <li>description</li> <li>word choice</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>imagery</li> <li>commas</li> </ul> </td> </tr> </table> <p><b>Formative:</b>  <b>Performance-Based Assessment Task</b>  <b>Write an Argument</b>  Write an Informative essay  Prompt: How did the individuals in the selections cope with the obstacles they faced?  Language Development: Use of commas</p>	<ul style="list-style-type: none"> <li>review and discuss</li> <li>characterize</li> <li>interpret</li> <li>identify</li> <li>conclude</li> </ul>	<ul style="list-style-type: none"> <li>review and clarify</li> <li>present and discuss</li> <li>answer the essential question</li> </ul>	<ul style="list-style-type: none"> <li>setting and cultural context:</li> <li>setting</li> <li>cultural and historical context</li> </ul>	<ul style="list-style-type: none"> <li>theme</li> <li>stated themes</li> <li>implied themes</li> </ul>	<ul style="list-style-type: none"> <li>author's style:</li> <li>description</li> <li>word choice</li> </ul>	<ul style="list-style-type: none"> <li>imagery</li> <li>commas</li> </ul>	<p><b>Communication/ Communication Skills</b></p> <ul style="list-style-type: none"> <li>Give and receive meaningful feedback</li> <li>Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>Interpret and use effectively modes of non-verbal communication</li> <li>Structure information in summaries, essays and reports</li> </ul> <p><b>Research/ Information Literacy Skills</b></p> <ul style="list-style-type: none"> <li>Process data and report results</li> <li>Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions</li> </ul> <p><b>Research/ Media Literacy Skills</b></p> <ul style="list-style-type: none"> <li>Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)</li> <li>Communicate information and ideas effectively to</li> </ul>	<p>Standards:</p> <ul style="list-style-type: none"> <li>Read and Analyze informative texts. <b>RI.7.1, RI.7.2, RI.7.3</b></li> <li>Expand knowledge and use of academic and thematic vocabulary. <b>RL.7.4, RI.7.4</b></li> <li>Write an Informative essay to examine a topic and convey ideas. <b>W.7.2</b></li> <li>Conduct research projects of various lengths to explore a topic and clarify meaning. <b>W.7.7</b></li> <li>Demonstrate command of coordinate adjectives. <b>L.7.1</b></li> <li>Collaborate with your team to build on the ideas of others, develop consensus, and communicate. <b>SL.7.1</b></li> <li>Integrate audio, visuals, and text in presentations. <b>SL.7.5</b></li> </ul> <p>IB Criterion and Strands Standards:</p> <p><b>AI:</b> identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts</p> <p><b>AII:</b> identify and explain the effects of the creator's choices on an audience</p> <p><b>AIII:</b> justify opinions and ideas, using examples, explanations and terminology</p> <p><b>BI:</b> employ organizational structures that serve the context and intention</p> <p><b>BII:</b> organize opinions and ideas in a coherent and logical manner</p> <p><b>BIII:</b> use referencing and formatting tools to create a presentation style suitable to the context and intention.</p>
	<ul style="list-style-type: none"> <li>review and discuss</li> <li>characterize</li> <li>interpret</li> <li>identify</li> <li>conclude</li> </ul>	<ul style="list-style-type: none"> <li>review and clarify</li> <li>present and discuss</li> <li>answer the essential question</li> </ul>								
<ul style="list-style-type: none"> <li>setting and cultural context:</li> <li>setting</li> <li>cultural and historical context</li> </ul>	<ul style="list-style-type: none"> <li>theme</li> <li>stated themes</li> <li>implied themes</li> </ul>									
<ul style="list-style-type: none"> <li>author's style:</li> <li>description</li> <li>word choice</li> </ul>	<ul style="list-style-type: none"> <li>imagery</li> <li>commas</li> </ul>									
<b>Unit 5 Facing Adversity</b>  <b>Small Group Learning</b>	<p><b>Personal Narrative:</b> <i>A Work In Progress</i> by Aimee Mullins  <b>Autobiography Excerpt:</b> <i>from The Story of My Life</i> by Helen Keller  <b>Media: Film:</b> <i>from The Miracle Worker</i> from MGM  <b>News Article:</b> <i>A Young Tinkerer Builds a Windmill, Electrifying a Nation</i> by Sarah Childress</p>									

		<p><b><u>Analyze the Text:</u></b></p> <ul style="list-style-type: none"> <li>review and clarify</li> <li>present and discuss</li> <li>answer the essential question</li> </ul> <p><b><u>Analyze Craft and Structure:</u></b></p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> <li>author's purpose:</li> <li>word choice</li> <li>humor</li> <li>hyperbole</li> <li>comic diction</li> <li>incongruity</li> <li>determine author's purpose</li> <li>autobiographical</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>writing</li> <li>first-person point of view</li> <li>tone</li> <li>analyze structure:</li> <li>biographical writing</li> <li>narrative nonfiction</li> <li>biographical writing</li> <li>direct quotations</li> <li>narrative pacing</li> </ul> </td> </tr> </table> <p><b><u>Conventions:</u></b></p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> <li>informal grammar</li> <li>colloquial contractions</li> <li>informal transitions</li> <li>introductory</li> <li>conjunctions</li> <li>clause</li> <li>independent clause</li> <li>main clause</li> <li>dependent/subordinate clause</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>adverb clause</li> <li>relative/adjective</li> <li>clause</li> <li>noun clause</li> <li>capitalization:</li> <li>proper nouns</li> <li>proper adjectives</li> </ul> </td> </tr> </table> <p><b><u>Formative:</u></b>  <b>Performance-Based Assessment Task</b>  <b>Speaking and Listening Focus: Present an Explanatory Text</b>  Present Multimedia Profiles  Prompt: How do people overcome enormous challenges?</p>	<ul style="list-style-type: none"> <li>author's purpose:</li> <li>word choice</li> <li>humor</li> <li>hyperbole</li> <li>comic diction</li> <li>incongruity</li> <li>determine author's purpose</li> <li>autobiographical</li> </ul>	<ul style="list-style-type: none"> <li>writing</li> <li>first-person point of view</li> <li>tone</li> <li>analyze structure:</li> <li>biographical writing</li> <li>narrative nonfiction</li> <li>biographical writing</li> <li>direct quotations</li> <li>narrative pacing</li> </ul>	<ul style="list-style-type: none"> <li>informal grammar</li> <li>colloquial contractions</li> <li>informal transitions</li> <li>introductory</li> <li>conjunctions</li> <li>clause</li> <li>independent clause</li> <li>main clause</li> <li>dependent/subordinate clause</li> </ul>	<ul style="list-style-type: none"> <li>adverb clause</li> <li>relative/adjective</li> <li>clause</li> <li>noun clause</li> <li>capitalization:</li> <li>proper nouns</li> <li>proper adjectives</li> </ul>	<p>multiple audiences using a variety of media and formats</p> <p><b>Thinking/ Critical-Thinking Skills</b></p> <ul style="list-style-type: none"> <li>Evaluate evidence and arguments</li> <li>Draw reasonable conclusions and generalizations</li> <li>Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding</li> </ul>	<p><b>CI:</b> produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process</p> <p><b>CII:</b> make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p><b>CIII:</b> select relevant details and examples to develop ideas.</p> <p><b>DI:</b> use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p><b>DII:</b> write and speak in an appropriate register and style</p> <p><b>DIII:</b> use correct grammar, syntax and punctuation</p> <p><b>DIV:</b> spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p><b>DV:</b> use appropriate nonverbal communication techniques</p>
<ul style="list-style-type: none"> <li>author's purpose:</li> <li>word choice</li> <li>humor</li> <li>hyperbole</li> <li>comic diction</li> <li>incongruity</li> <li>determine author's purpose</li> <li>autobiographical</li> </ul>	<ul style="list-style-type: none"> <li>writing</li> <li>first-person point of view</li> <li>tone</li> <li>analyze structure:</li> <li>biographical writing</li> <li>narrative nonfiction</li> <li>biographical writing</li> <li>direct quotations</li> <li>narrative pacing</li> </ul>							
<ul style="list-style-type: none"> <li>informal grammar</li> <li>colloquial contractions</li> <li>informal transitions</li> <li>introductory</li> <li>conjunctions</li> <li>clause</li> <li>independent clause</li> <li>main clause</li> <li>dependent/subordinate clause</li> </ul>	<ul style="list-style-type: none"> <li>adverb clause</li> <li>relative/adjective</li> <li>clause</li> <li>noun clause</li> <li>capitalization:</li> <li>proper nouns</li> <li>proper adjectives</li> </ul>							
	<p><b>Unit 5 Facing Adversity</b></p> <p><b>Individual Learning</b></p>	<ul style="list-style-type: none"> <li>The Girl Who Fell From the Sky by Juliane Koepcke</li> <li>Four Skinny Trees from The House on Mango Street by Sandra Cisneros</li> <li>Rikki-tikki-tavi by Rudyard Kipling</li> <li>from Facing the Lion: Growing Up Maasai on the African Savanna by Joseph Lemasolai Lekuton</li> </ul> <p><b><u>Summative</u></b>  <b>Performance-Based Assessment Task</b></p>						

		Writing to Sources: Informative Essay Prompt: How can people overcome adversity in the face of overwhelming obstacles? Speaking and Listening Outcome: Oral Presentation		
--	--	--	--	--