



Theme/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		
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Man's inhumanity towards man</li> <li>We can survive almost anything</li> <li>Appreciate what you have</li> <li>Keep your eyes open to worldly events and threats</li> </ul>		Reading Outcomes	RL 1, 2, and 4; RI 1-3; 7 <ul style="list-style-type: none"> <li>Cite thorough textual evidence</li> <li>Determine two or more central themes or ideas</li> <li>Determine meanings of important textual words</li> <li>Analyze a complex set of ideas</li> <li>Integrate and evaluate multiple sources of information presented in different media or formats</li> </ul>	<ul style="list-style-type: none"> <li>Chapter worksheets</li> <li>Class discussions that require students to answer based on text</li> <li>Homework and class notes requiring students to write and analyze character's actions, motivations, and reactions</li> <li>Meanings of the title "Night"</li> <li>Reading for information from internet and library sources for oral presentation</li> </ul>	Shift 3: Staircase of Text Complexity Central Grade Appropriate Texts: <i>Night</i> by Elie Wiesel		
			Literature	Shift 1: Balance of Informational and Literacy Text Notes on Wiesel's struggle to survive the Holocaust, trying to keep both 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.			
<p><b>Assessments:</b></p> <p><b>Formative – During Unit:</b></p> <ul style="list-style-type: none"> <li>Daily quizzes on homework reading</li> <li>Short answer essay questions after reading or after class discussions</li> <li>One full-length essay</li> </ul> <p><b>Summative – End of Unit:</b></p> <ul style="list-style-type: none"> <li>Unit test on characterization, content, and theme</li> </ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>Five minute oral presentation (speech or power point) resulting from a research project involving student choice of one aspect of the Holocaust (Hitler or his men, concentration camps, modern genocides or ethnic cleansing, life in the ghettos, "righteous" helpers, Nazi hunters, resistance groups, Hitler youth, scientific or medical experiments, the Kindertransport, etc.</li> <li>Visual aid will accompany the presentation.</li> </ul>		Writing Outcomes	W 2, 4, 5, 8 <ul style="list-style-type: none"> <li>Write informative/explanatory text to examine and convey complex information</li> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience</li> <li>Develop and strengthen writing as needed by planning, revising, etc.</li> <li>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.</li> </ul>	<p><b>Literature Based Writing:</b></p> <ul style="list-style-type: none"> <li><b>ESSAY:</b> 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.</li> </ul> <p><b>Combined Lit and Info Based Writing:</b></p> <ul style="list-style-type: none"> <li><b>ORAL PRESENTATION AND VISUAL AID:</b> 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.</li> </ul> <p><b>Informational Writing:</b></p> <ul style="list-style-type: none"> <li><b>RESEARCH NOTES:</b> 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.</li> <li><b>Works Cited Page:</b> Students will organize and cite their sources in proper MLA style</li> </ul>	Poetry	Shift 5: Writing from Sources Poems introduced from such sources as the Holocaust anthology / <i>New Saw Another Butterfly</i> .	
Informational	Shift 2: Knowledge of Disciplines Informational sources from the internet, history class, and/or library. Each student will be required to have at least five sources and to provide an annotated bibliography for each. Also, various films or excerpts from films will be shown, including excerpts from <i>Band of Brothers: Why We Fight</i> , <i>Schindler's List</i> , <i>The Kindertransport</i> , and <i>Nazi Concentration Camps</i> .						
<p><b>Prior Knowledge:</b></p> <ul style="list-style-type: none"> <li>Grammar, usage, and punctuation lessons from previous unit</li> <li>Essay development, organization, and style</li> <li>Research gathering</li> <li>Citing textual evidence</li> <li>Knowledge of citing themes</li> <li>Content vocabulary of literary elements</li> </ul>		Language/Listening and Speaking	L 1, 2, 6; SL 1, 2, 4, and 5 <ul style="list-style-type: none"> <li>Demonstrate command of standard English grammar and punctuation</li> <li>Class discussions</li> <li>Acquire and use accurately general academic words and phrases</li> <li>Integrate multiple sources of information presented in diverse formats</li> <li>Present information, findings, and supporting evidence, conveying a clear and distinct perspective</li> <li>Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</li> </ul>	<ul style="list-style-type: none"> <li>Spelling and vocabulary tests</li> <li>Essay will include work with pre-writing, graphic organizers, and rough drafts to develop a polished, final essay.</li> <li>Lessons and worksheets will continue to keep students "fresh" on understanding of grammar and conventions</li> <li>Oral presentations and visual aids will allow students to obtain, integrate, and present information from multiple sources</li> </ul>	Focus Vocabulary	Shift 6: Academic Vocabulary Tier 2 – Academic Vocabulary <ul style="list-style-type: none"> <li>Vocab. Lists 9-12</li> </ul>	
Tier 3 – Content Vocabulary <ul style="list-style-type: none"> <li>Meanings of "night" as suggested in the novel. Imagery, struggle, suspense...</li> </ul>							
Building Blocks	Week 1: Introduce book and begin reading and taking notes. Intro to oral presentation project, annotated bibliographies, and beginning of research. Vocab and spelling list 9.	Week 2: Continue reading, researching, and note-taking. Do skills and chapter worksheets. Introduce poems and essay assignment. Watch applicable excerpts from	Week 3: Finish reading. Unit test. Annotated bibliographies are due. Develop, edit, revise, and finish speeches and begin the same process for essay assignment. Vocab and	Week 4: Oral presentations are given. Essays are due. Tie up loose ends of unit. Vocab and spelling list 12.			

Theme/Unit: 11.8.TWM.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	
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>When you learn how to die, you learn how to live</li> <li>Learn to detach</li> <li>Tension of opposites</li> <li>Illusion vs. reality</li> <li>Learn to appreciate what you have when you have it</li> </ul>		Reading Outcomes	RL 1, 2, and 4; RI 1-3; 7 <ul style="list-style-type: none"> <li>Cite thorough textual evidence</li> <li>Determine two or more central themes or ideas</li> <li>Determine meanings of important textual words</li> <li>Analyze a complex set of ideas</li> <li>Integrate and evaluate multiple sources of information presented in different media or formats</li> </ul>	• 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	Shift 3: Staircase of Text Complexity Central Grade Appropriate Texts: <i>Tuesdays With Morrie</i> by Mitch Albom		
			W 1, 2, 4, 5, 8		Literature Shift 1: Balance of Informational and Literacy Text <i>Tuesdays With Morrie</i> by Mitch Albom		
<p><b>Assessments:</b></p> <p><b>Formative – During Unit:</b></p> <ul style="list-style-type: none"> <li>Daily quizzes on homework reading</li> <li>Short answer essays after reading or after class discussions</li> </ul> <p><b>Summative – End of Unit:</b></p> <ul style="list-style-type: none"> <li>Unit test on characterization, content, and theme</li> </ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Visual aid will accompany the presentation.</li> </ul>		Writing Outcomes	• Write informative/explanatory text to 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 • 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.	<p><b>Literature Based Writing:</b></p> <ul style="list-style-type: none"> <li><b>Short Answer Essay:</b> At least one essay based on one of Morrie's aphorisms in which the student explains what is meant and how it applies to his or her life.</li> </ul> <p><b>Combined Lit and Info Based Writing:</b></p> <ul style="list-style-type: none"> <li><b>Short Answer Essay:</b> Compare Morrie's aphorisms with Steve Jobs' words on living and dying. What common themes do they share?</li> </ul> <p><b>Informational Writing:</b></p> <ul style="list-style-type: none"> <li><b>Oral Presentation:</b> Based on an interview with a grandparent or older relative, each student will give a speech, show a video, or do a power point highlighting that interview.</li> </ul>		Poetry Shift 5: Writing from Sources	Emily Dickinson's "Because I Could Not Stop For Death" and Edna St. Vincent Millay's "Dirge Without Music"
<p><b>Prior Knowledge:</b></p> <ul style="list-style-type: none"> <li>Grammar, usage, and punctuation lessons from previous unit</li> <li>Essay development, organization, and style</li> <li>Research gathering and citing</li> <li>Citing textual evidence</li> <li>Knowledge of citing themes</li> <li>Content vocabulary of literary elements</li> </ul>			Language/Listening and Speaking		L 1, 2, 6; SL 1, 2, 4, and 5 <ul style="list-style-type: none"> <li>Demonstrate command of standard English grammar and punctuation</li> <li>Class discussions</li> <li>Acquire and use accurately general academic words and phrases</li> <li>Integrate multiple sources of information presented in diverse formats</li> <li>Present information, findings, and supporting evidence, conveying a clear and distinct perspective</li> <li>Make strategic use of digital media in presentations to enhance the understanding of findings and evidence to add interest</li> </ul>	<ul style="list-style-type: none"> <li>Spelling and vocabulary tests</li> <li>Essay will include work with pre-writing, graphic organizers, and rough drafts to develop a polished, final essay.</li> <li>Lessons and worksheets will continue to keep students "fresh" on understanding of grammar and conventions</li> <li>Oral presentations and visual aids will allow students to obtain, integrate, and present information from a source</li> <li>Interviewing a relative for a presentation</li> </ul>	Informational Shift 2 Knowledge of Disciplines
<p><b>Building Blocks</b></p>		Focus Vocabulary Shift 6: Academic Vocabulary		Tier 2 – Academic Vocabulary <ul style="list-style-type: none"> <li>Vocab 23-25</li> </ul>			
<p>Week 1: Begin reading and taking notes. Introduce interview and speech projects. Work on writing questions for the interviews and edit them. Vocab. and spelling list 23.</p>			<p>Week 2: Continue reading and taking notes. Speech planning and work with poetry in comparison to the book. Vocab. and spelling list 24.</p>	<p>Week 3: Finish book and give Unit Test. Begin speech project presentations. Vocab. and spelling list 25.</p>	Tier 3 – Content Vocabulary <ul style="list-style-type: none"> <li>ALS or Lou Gehrig's Disease; aphorism</li> </ul>		





Theme/Unit: 11.1.OP.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					
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>We need to forgive people, including ourselves, for mistakes.</li> <li>We must also never give up for there is always another day.</li> <li>We can't please everybody</li> <li>Learn to appreciate yourself</li> <li>Learn to appreciate others even if they're not what you want them to be</li> </ul>		Reading Outcomes	<p>RL 1-6:</p> <ul style="list-style-type: none"> <li>Citing strong and thorough textual evidence</li> <li>Determining two or more themes</li> <li>Analyzing impact of author's choices on the novel</li> <li>Determining word meanings, figurative and connotative meanings</li> <li>Analyzing author's choices on story structure</li> <li>Analyzing point of view in what's stated and what's meant</li> </ul>	<p>• Worksheets for particular chapters, requiring students to find answers in the text</p> <p>• Class discussions that require students to answer based on text</p> <p>• 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</p>	<p>Shift 3: Staircase of Text Complexity</p> <p>Central Grade Appropriate Texts: <i>Ordinary People</i> by Judith Guest</p>						
			<p>W 1 OR 2; 4; 5; 11:</p> <ul style="list-style-type: none"> <li>Write arguments to support claims in an analysis of the text OR</li> <li>Write informative/explanatory text to examine complex ideas or information clearly and accurately</li> <li>Produce clear and coherent writing in which developments, organization, and style are appropriate</li> <li>Develop and strengthen writing by planning, revising, rewriting, etc.</li> <li>Create interpretive and responsive texts to demonstrate knowledge and understanding of connections between life and the literary work</li> </ul>		<p>Literature Based Writing:</p> <p><u>FULL LENGTH ESSAY (Three choices):</u></p> <ul style="list-style-type: none"> <li>Analyze the character of Beth and make a claim that either agrees or disagrees with how she treats Conrad</li> <li>What are the reasons Conrad attempted suicide?</li> <li>How and why does Conrad change throughout the book?</li> </ul> <p>Combined Lit and Info Based Writing:</p> <ul style="list-style-type: none"> <li><u>SHORT ANSWER ESSAY:</u> 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</li> </ul> <p>Informational Writing:</p> <ul style="list-style-type: none"> <li><u>SHORT ANSWER ESSAY:</u> Based on your research, explain suicide reasons, statistics, warning signs, and/or treatment in the United States and around the world</li> </ul>	Literature	<p>Shift 1: Balance of Informational and Literacy Text</p> <ul style="list-style-type: none"> <li>Notes on Beth's actions toward Conrad and Calvin; on her reactions to Conrad's suicide attempt; on possible motivations for her behavior</li> <li>Notes on Conrad's reasons for attempting suicide and what he finds out while undergoing therapy with Dr. Berger</li> <li>Notes on the change that Conrad undergoes from beginning to end in the book; specific achievements and how and why they happen</li> </ul>				
<p><b>Assessments:</b></p> <p>Formative – During Unit:</p> <ul style="list-style-type: none"> <li>Daily quizzes on homework reading</li> <li>Short answer essay questions after reading or after class discussions</li> <li>One full-length essay based on one of three possible topics</li> </ul> <p>Summative – End of Unit:</p> <ul style="list-style-type: none"> <li>Unit test which covers characterization, content, and theme</li> </ul> <p>Presentation:</p> <ul style="list-style-type: none"> <li>Informal oral reports on quick, overnight research topics</li> </ul>		Writing Outcomes	<p>L 1, 2, 3 and 6; SL 1:</p> <ul style="list-style-type: none"> <li>Demonstrate command of the conventions of English grammar and usage</li> <li>Demonstrate command of the conventions of standard English</li> <li>Apply knowledge of language to make effective choices for meaning or style</li> <li>Acquire and use accurately general academic words and phrases</li> <li>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)</li> </ul>	<p>Weekly spelling and vocabulary tests</p> <p>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.</p> <p>Lessons and worksheets will evaluate where students are and give further work to get students to an understanding of grammar, usage, and conventions.</p>		Poetry	<p>Shift 5: Writing from Sources</p> <ul style="list-style-type: none"> <li>Introduce poems on value of life, forgiveness, mistakes, control of one's life, etc. For example, "Invictus" and Shakespeare sonnets.</li> </ul>				
<p><b>Prior Knowledge:</b></p> <p><b>Prior Knowledge:</b></p> <ul style="list-style-type: none"> <li>Grammar, usage, and punctuation lessons from previous unit</li> <li>Essay development, organization, and style</li> <li>Research gathering</li> <li>Citing textual evidence</li> <li>Knowledge of citing themes</li> <li>Content vocabulary of literary elements</li> </ul>			Language/Listening and Speaking		<p>Informational</p> <p>Shift 2: Knowledge of Disciplines</p> <ul style="list-style-type: none"> <li>Students will gather research on suicide reasons (causes), statistics, treatments, and warning signs in the United State and around the world. Research can be from pamphlets, internet sites, etc.</li> <li>Students can also gather research about the effects of suicides on loved ones and friends.</li> </ul>	<p>Focus Vocabulary</p> <p>Shift 6: Academic Vocabulary</p>	<p>Tier 2 – Academic Vocabulary</p> <ul style="list-style-type: none"> <li>Regular vocabulary lists 4-8 from <i>Word Wealth</i>.</li> </ul>				
<p><b>Building Blocks</b></p>		<p>Tier 3 – Content Vocabulary</p> <ul style="list-style-type: none"> <li>Literary elements such as novel, protagonist, antagonist, motivation, dynamic and static characters, theme, plot, subplot, etc.</li> </ul>									
	<p>Week 1: Research suicide topics and informally report them to the class. Take notes on these and then also be reading and taking notes on the book. Short answer</p>	<p>Week 2: Continue reading, quizzing, and taking notes on the book. Begin evaluating grammar and convention skills. Do worksheets and lessons to strengthen or</p>	<p>Week 3: Continue reading, quizzing, and taking notes on book. Introduce full length essay topics and develop graphic organizers for them. Do worksheets for chapters</p>	<p>Week 4: Finish book and discuss themes. Give Unit Test. Start essays and begin revision process through peer and teacher editing. Vocab and spelling list 7.</p>	<p>Week 5: Final version of full-length essay produced. Finish any loose ends from unit. Vocab and spelling list 8.</p>						

<p><b>Theme/Unit:</b> E11 Compare and Contrast Essay (Estabrook)</p> <p style="text-align: center;"><b>What?</b></p> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Definition of a Compare and Contrast Essay</li> <li>• Characteristics of Compare and Contrast Essay</li> <li>• Integration of Compare and Contrast into an essay</li> <li>• Combining Comparison and Contrast with other patterns</li> </ul>	<u>Reading Outcomes</u>	<p style="text-align: center;"><b>Standards-Based Essential Skills to be Targeted Throughout the Unit</b></p> <p>RI1, 4, 6, 7,</p> <ul style="list-style-type: none"> <li>• Cite strong, textual evidence to support analysis of what the text says explicitly and through inference</li> <li>• Determine the meanings of words and phrases as they are used in a text</li> <li>• Determine an author’s point of views or purpose</li> <li>• Integrate and evaluate multiple sources of information presented in different media or formats</li> </ul>	<p><b>How? Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</b></p> <ul style="list-style-type: none"> <li>• The chapters contain several essays and articles (see “Informational Instructional Resources”) for students to read, process, and analyze</li> <li>• Students will select their own materials when working on their own projects</li> </ul>	<p style="text-align: center;"><b>Instructional Resources</b></p> <p style="text-align: center;">Chapter 12 of <i>Successful College Writing</i> by Kathleen T. McWhorter</p>	
<p><b>Assessments:</b></p> <p><b>Formative – During Unit:</b></p> <ul style="list-style-type: none"> <li>• Quizzes on terms learned</li> <li>• Homework and classwork based on the exercises given in the chapters.</li> <li>• Guided writing assignment supplied in the chapter</li> </ul> <p><b>Summative – End of Unit:</b></p> <ul style="list-style-type: none"> <li>• Unit test on terms and two passages for students to analyze and then to write an argumentative essay explaining their position on the subject.</li> </ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>• A finished Compare and Contrast essay on a topic of each student’s choice. This will be a researched paper that clearly shows the student has considered multiple sources, points, and subjects.</li> </ul>	<u>Writing Outcomes</u>	<p>W 2 (a-f), 4, 5, 6,7,8</p> <ul style="list-style-type: none"> <li>• Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately</li> <li>• Develop claim(s) and counterclaims fairly and thoroughly</li> <li>• Produce clear and coherent writing with appropriate development, organization, and style</li> <li>• Develop and strengthen writing with planning, revising, editing, and rewriting</li> <li>• Use technology to produce, publish, and update writing products</li> <li>• Conduct short as well as more sustained research projects to address a topic</li> </ul>	<p><b>Literature Based Writing:</b></p> <p><b>Informational Writing:</b></p> <ul style="list-style-type: none"> <li>• A guided writing assignment based on the instructions given in the chapter</li> <li>• A final Compare and Contrast essay based on claims and evidence gathered by each student</li> </ul>	<u>Literature</u>	<u>Poetry</u>
<p><b>Notes:</b></p> <p><b>Review:</b></p> <p><b>Websites:</b></p>	<u>Language/Listening and Speaking</u>	<p>L 1, 2; SL 1, 2, 4, and 5</p> <ul style="list-style-type: none"> <li>• Demonstrate command of standard English grammar and punctuation</li> <li>• Class discussions</li> <li>• Integrate multiple sources of information presented in diverse formats</li> <li>• Present information, findings, and supporting evidence, conveying a clear and distinct perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Essay will include work with pre-writing, graphic organizers, and rough drafts to develop a polished, final essay.</li> <li>• Lessons and worksheets will continue to keep students “fresh” on understanding of grammar and conventions</li> <li>• Oral presentations and visual aids will allow students to obtain, integrate, and present information from multiple sources</li> <li>• Class discussions</li> </ul>	<u>Focus Vocabulary</u>	<p><b>Tier 2 – Academic Vocabulary:</b></p> <hr/> <p><b>Tier 3 – Content Vocabulary:</b>            Comparison, contrast, point by point organization, subject by subject organization, thesis, editing, proofreading, bias</p>