

YEAR 1 (GRADE 6)

Year long Mastering Vocabulary

- a. Determine figurative, connotative, and technical meanings of words
- b. Use context as a clue to the meaning of a word or phrase
- c. Use common Greek or Latin affixes and roots as clues to the meaning of a word

Year Long Collaborating in Discussions

Students initiate and engage effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others' ideas and expressing their own clearly:

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic or text to probe and reflect on ideas under discussion
- Probe and respond to specific questions with elaboration and details by making comments that contribute to the topic or text under discussion
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing

	Unit1	Unit 2	Unit 3	Unit 4
Unit Titles	Exploring Evidence	Matters of Fact	Meaning and Stories	Opinion and Argument
Key Concept (1)	Development	Time, Place, and Space	Connections	Perspective
Related Concepts (2)	<ul style="list-style-type: none"> • Point of View • Character 	<ul style="list-style-type: none"> • Context • Intertextuality 	<ul style="list-style-type: none"> • Structure • Theme 	<ul style="list-style-type: none"> • Audience Imperatives • Purpose
Global Context & Exploration	Identities and Relationships: Students will explore identity	Orientation in Space and Time: The relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives	Personal and cultural expression: Students will explore the ways in which we discover and express ideas, feeling, nature, culture, beliefs and values	Identities and Relationships: Students will explore beliefs and values
Learner Profiles	Reflective	Inquiring	Open-minded	Thinkers
Statement of Inquiry	Identity develops over time based on our experiences and the point of view we hold.	Textual connections can be made through time, place, and space.	Thematic connections are made through story structures using personal and cultural expressions.	An authors' purpose is impacted by their perspective, beliefs, and values.
Inquiry Questions	(F) What is point of view? (C) How does our identity influence our inferences and point of view? (D) Is it possible to change your identity?	(F) What is the difference between historical fiction and non-fiction. (C) How can different genres of texts have connections? (D) Does historical fiction help our understanding of real-life events?	(F) How do you determine the theme of a text? (C) How does an author's personal and cultural experiences affect the theme? (D) Is the reader's experience better if they understand the theme of the text?	(F) What is the purpose of an argument? (C) How does the author's purpose influence the validity of their argument? (D) Does the authors' beliefs and values determine the point of view of their argument?

YEAR 3 (GRADE 7)

Year-Long Collaborating and Discussion

Students initiate and engage effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others' ideas and expressing their own clearly:

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic or text to probe and reflect on ideas under discussion
- b. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring discussion back on topic as needed
- c. Acknowledge new information expressed by others and, when warranted, modify their own views

Year Long Constructing Writing

A. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience

B. Develop and strengthen writing by planning, revising, and editing as needed, focusing on how well purpose has been addressed

C. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources

	Unit 1	Unit 2	Unit 3	Unit 4
Unit Titles	Wrong side of the tracks	Poetic Injustice	Who is more right?	Once upon an actual time
Key Concept (1)	Identity	Perspective	Communication	Creativity
Related Concepts (2)	Character Setting	Style Point of View	Purpose Audience Imperatives	Intertextuality Point of View
Global Context & Exploration	Identities and Relationships: Students will explore identity; human relationships including families, friends, communities and cultures	Orientation in space and time: the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local, and global perspectives	Personal and Cultural Expression: discover and express ideas, feeling, nature, culture, beliefs and values	Personal and Cultural Expression: the ways in which we reflect on, extend and enjoy our creativity
Learner Profiles	Principled	Open-minded	Communicator	Thinker
Statement of Inquiry	Setting influences identity and affects human relationships.	Language can shape style, point of view, and perspective to demonstrate the interconnectedness of individuals.	Communicating ideas, beliefs and values is shaped by purpose.	Authors use creativity when expressing point of view.

<p>Inquiry Questions</p>	<p>F: What are the characteristics of a setting? C: How do personal choices influence identity? D: Does where you come from determine who you are going to be?</p>	<p>F: What are the different types of figurative language? C: How does the ambiguity of language affect point of view? D: Does poetry accurately depict historical point of view?</p>	<p>F: What is the connection between a claim and a counterclaim? C: How does personal bias influence your viewpoint of an argument? D: Will an effective argument change perspective?</p>	<p>F: How do we determine if a text is historical fiction or nonfiction? C: How do authors balance fact and fiction when creating an interesting historical fiction text? D: Should authors alter history for the benefit of their audience?</p>
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YEAR 5 (GRADE 8)

Analyzing Central Ideas (currently taught between Units 1 and 2)

A. Analyze development of a central idea over the course of a non-fiction text, including its relationship to supporting ideas
 B. Provide an objective summary of a text
 C. Analyze how a text makes connections among and distinctions between individuals, ideas, and events

Text Structure (currently taught after Unit 3)

A. Analyze how the differing structure of two or more texts contributes to the meaning of each text

B. Analyze in detail how specific sentences and paragraphs develop and refine key concepts in a text

	Unit1	Unit 2	Unit 3
Unit Titles	Connections	Genocide/Conflict	Writing Arguments & Communication
Key Concept (1)	Connection	Perspective	Communication
Related Concepts (2)	Point of View Theme	Point of View Purpose	Purpose Structure
Global Context & Exploration	Identities and relationships: identity	Fairness & Development: rights and responsibilities	Personal & Cultural Expression: discover and express ideas, feeling, nature, culture, beliefs and values
Learner Profiles	Thinker	Principled	Communicator
Statement of Inquiry	Thematic connections can show multiple points of view which exist in human relationships.	A perspective that reflects societal rights and responsibilities in a text is shaped by author's purpose and character's point of view.	Communication can be structured to argue any idea, belief, or value.
Inquiry Questions	F: What are the stages of plot? C: What are the connections between the truth and literature? D: Is it ever justifiable to manipulate the truth?	F: What is genocide? C: How are our beliefs shaped by the author's purpose? D: Is conflict preventable in human society?	F: What are the essential elements of an argument? C: How do authors put the essential elements of an argument together to successfully communicate their ideas, beliefs, or values. D: Can everybody be persuaded by a well-written argument?